

School Activities

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Leadership in the Student Council

George E. Hill

Two Graduation Programs That "Clicked"

Stewart M. Patterson

The Case Against the Adoption of the Unicameral Legislature

Harold E. Gibson

Students Go to Court and Jail

Raymond Gruner

Let's Present a Play

Paul Marsh

Three Visits

John J. Lansbury

The Value of the Free Period

Mabel G. Crumby

News, Notes, and Comments

How We Do It

School Clubs

Stunts and Program Material

Parties for the Season

Complete, Low-cost Plans for the Home Workshop



In each issue **POPULAR HOMECRAFT** offers 80 pages of plans, shop hints and departmental help to the home workshop owner. From the clear directions, diagrams, photographs and illustrations in this Home Workshop Magazine, you can build small and large furniture—modern, early American and other period pieces. You can construct tables, chairs, desks, beds, foot stools, lamps, wall racks, book ends and similar furnishings—models of ships and other craft—trailers and boats—toys and equipment for games—decorations for the garden—and countless other things—from **POPULAR HOMECRAFT** plans. With each article are working diagrams, photographs of the subject in several stages of completion, illustrations and a bill of materials. Directions are supplied by experts who tell you how to do the work the easiest and most successful way.

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Your Finishing Problems

Repair Jobs Around the

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Popular Homecraft

The Home Workshop Magazine

737 N. Michigan Ave.

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The National Extra-Curricular Magazine

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HARRY C. MCKOWN, Editor

R. G. GROSS, Business Manager

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VOL. IX, NO. 3

NOVEMBER, 1937

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As the Editor Sees It

There has been more pertinent criticism leveled at our educational system during the past two or three years than in any two or three decades previously. Note, for instance, the very destructive discussions of higher education during the last twelve-month. H. G. Wells, a short time ago, deplored antiquated methods and emphasis in education, stating, among other things, "Our schools are drooling along very much as they were drooling along 37 years ago." And in a recent number of *Liberty*, John Erskine, in his article, "*Crazy Education—A Plea for American Youth*," talks much in the same vein. Improved organization, better teaching, and more useful subject matter *must come*.

Book Week, scheduled for November 14-20, will center around the theme, "Reading—the Magic Highway to Adventure," and will emphasize books of imagination rather than books of a factual nature. Working on it?

Wisconsin, Kansas, and Michigan now require three weeks of high school football practice before the "opener." How sensible! Investigations have always shown a disproportionate number of injuries at the beginning of the season.

A certain Western high school recently received considerable unfavorable publicity because a young man was instantly killed with an "unloaded" revolver during the rehearsal of a play. The news accounts, inaccurate and sensational, implied careless school management, whereas the accident occurred during the rehearsal of an out-of-school organization after the close of the school. The important lesson is—*guns are always loaded*.

The London Times, with particular reference to Oxford and Cambridge, strongly argues that the possession of motor cars by undergraduates should be forbidden. However, there may be two sides to this

proposition. The automobile is not only an educational setting itself but it is also a means of conveyance to other educational settings. It may be a source of benefit as well as of "mischief" as the *Times* puts it.

"We feel that a good teacher should be able to maintain passing work among all normal pupils," states Otis C. Hatton, in announcing a change in the policy of the Akron schools. The day of the old-time teacher whose "high standards" were "maintained" at terrific expense of pupil failure appears to be fast passing. And it should. Why should not a teacher's record be based on the success, rather than on the failure, of her pupils?

Activities in the elementary school are apparently, making progress faster than those of the secondary school. Probably this should be expected because the former setting lacks the established traditions and procedures, and the hindering outside influences of the latter. Further, the elementary school setting is more conducive to a close correlation of the curricular and the extra-curricular programs. All this augurs well for a later development in the secondary school.

The bicycle is a very popular vehicle these days. Why not organize for the cooperative development of a printed or mimeographed set of "Bicycle Do's and Don'ts," and then make this the object of study, illustration, and discussion in home room, assembly, and other group settings?

Remember that *School Activities* is always interested in publishing reports and descriptions of school organizations, procedures, and activities, in both elementary and secondary schools.

Have you begun to plan for your yearbook? Remember the fall is a most appropriate time to get many good photographs in natural settings.

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Leadership in the Student Council

GEORGE E. HILL

Assistant Professor of Education, University of Pennsylvania, Philadelphia, Pa.

IT HAS BEEN the writer's privilege on several occasions to discuss problems of leadership with groups of high school students especially interested in the student council. Just what will be of most profit to these young people has always been puzzling. The following paragraphs set forth in condensed form a brief talk to which high school students have responded favorably. It is presented here in the hope that it may be suggestive to others who have to face this same demand.

The student council should, in an American high school, be a strictly democratic organization. As such a good council will provide ample opportunity for training in leadership and will seek to discover and develop qualities of leadership in the student body. What we may not always consider is the specific question of, *What is leadership?* It would seem that at least seven qualities go to make up what we loosely call "leadership."

First, loyalty to the cause in which you are leading. Loyalty is made up of a recognition of the worth of something plus a real feeling of devotion to it. There can come no real leadership in a student council from those who are only half-heartedly convinced of the value of student government.

Second, the leader must be self-sacrificing. There is no place on the student council for selfish individualists. The publicity hound does not belong on the student council. While the desire for recognition is human, the real leader can work without this stimulus.

Third, the leader must have self-confidence. It has been discovered that student council members tend to rate themselves high in personal traits and abilities than do non-council-members and that their teachers confirm their high ratings. Is the high rating council members give themselves due simply to immodesty? To the contrary, it is due to a feeling of confidence in their own abilities. One can have this feeling of confidence without being cocky. The real leader usually knows his own strengths—and weaknesses.

Fourth, the leader inspires the confidence of others. This is the most obvious characteristic of the leader. However, such confidence is not due just to chance. It arises from real strength of character and ability. Other students have confidence in the council member who consistently

works for the best interests of the school. (This can be illustrated with numerous examples from the experiences of council members.)

Fifth, the leader genuinely likes other people, simply because they are people. The true leader must be what someone has called "first among equals." This is true especially in a democracy; the dictator is usually characterized by a contempt for the value of the common man.

Sixth, the leader must possess creative ability, imagination. This sometimes requires ability to see into the future well enough to disagree with the majority. The leader has to risk temporary popularity at times if he is true to his convictions as to what is good for the school in the long run.

Finally, the leader needs a sense of humor. He must not take himself so seriously that he cannot see the funny side of things. Politicians know that the quickest way to destroy a political opponent is to get people laughing at him. A real leader is too willing to laugh at himself for this weapon to have much effect.

This brief analysis of the qualities of leadership probably raises the question of the practical value of such analysis. Can it really be of any practical use? It can be. Many high school student bodies have found it of real value to discuss the question of leadership and to develop a code of leadership. Such a code is very useful as a preliminary training for student council and organization elections. Development of standards of leadership has improved the selection of class, club, and council officers.

In many schools when an analysis and study of leadership is made, the question arises as to how the council can seek out and develop qualities of leadership. It is too often found that leadership is restricted to a small group and that many capable students have no chance to show what they can do. Perhaps the following suggestions will be helpful in solving this problem. They are based, for the most part, on the experiences of various councils in different high schools.

The council can serve as a means of identifying potential leaders. One school does this by electing promising tenth graders to a "Leaders Club." This club is given charge of student assemblies, and those who show greatest abilities of leadership are supported for council membership. Other schools try to discover leaders by spreading re-

sponsibility for different council projects over just as many students as possible. This often serves to identify capable students who might otherwise never have a chance to demonstrate their abilities.

The student council can serve, and does serve, as a means of drawing people out, giving them a concrete chance to "show their stuff." All of us have seen this happen. Active membership on the council is educative. But this will happen only when the council has something to do. I find that the most common question of council members is, "What can we do?" While some councils try to do too much, many die for lack of constructive programs. (The space is too limited to develop this in detail. A typed list of activities of councils gleaned from the various surveys of council activities always has proved of great interest to student groups. Most of the good general books on student activities will provide such lists.)

The council can help to train better followers. The attitude of the student body toward a council can make or break it. Confidence in the council will arise from a number of sources. There must be no secrecy in the council. There must be free and open debate. The method of selecting members must be non-political. All important action must be referred back to the students for final decision. These and other practices will develop confidence in the council and will give the student body at large valuable training in followership.

The council should provide a means of emotional satisfaction good for both the leaders and the followers. It should be the open forum of the student body, the place where a student may air his opinions and get a respectful hearing. This is good for the student, whether or not he be a council member.

Finally, the student council is good for the teachers. It can give them a better slant on their functions as leaders in the school. It gives them a feeling of working with the students. It stimulates the teachers by giving them a clearer conception of what the students expect of them. As one high school teacher put it, "I never before realized how much the students expected of me until I served on the council."

The student council has great possibilities for training leadership because it is the democratic way. No council is perfect. No council is made up entirely of self-sacrificing conscientious leaders. No council avoids all mistakes; but we have yet to discover a better way to develop practical citizenship in the high school.

Modern Dance in the High School

ALMA GRACE HAMILTON

878 South 17th Street, Newark, New Jersey

Tripping the light fantastic toe is a thing of the past at South Philadelphia High School for Girls. Here devotees of the modern dance move to the rhythm marked by the beating of the tom tom or the accented beat of the piano. To them the dance is not an adjunct to music but an art form, which should suggest its own rhythms.

Miss Helen Conkling, the instructor, explains that teaching the modern dance has been done for several years in colleges and private schools. Her class, begun in the fall of 1935, is one of the few in a public high school.

"I began the class with some trepidation," said Miss Conkling, "after returning from a summer at the symposium of modern dance at Bennington, Vermont. I was dubious at first whether girls of high school age could learn the technique to express the dramatic episodes of modern life that the new dance tries to interpret. I soon lost



any doubts I might have, when I began to teach."

Since the establishment of the Dalton Plan in 1924 by Dr. Lucy L. W. Wilson in the high school, experimental teaching has become the order of the day at South Philadelphia. One period of the school week throughout the term is devoted to clubs, in which each girl is allowed to pursue some interest of her own choosing. Miss Conkling was given carte blanche to organize a dance club.

Girls were admitted to the membership in the club on the basis of intelligence, then for their interest in literature, art, music, and dancing, not only because this meant they had imagination, but because modern dance tries to correlate all four.

"Creation is the essence of the modern dance," explained Miss Conkling, "which was the reason

we stressed intelligence and imagination in choosing members for the club from the many applicants we had."

Soon the girls needed no direction. When the music began, they started moving around the room, skipping, walking, running, whatever the music suggested to them, but always moving with rhythm. The music stopped. Then began swinging, pulls, falls, percussive, sustained and axial movements. The purpose of the technique is to develop muscle and torso as an aid to expression.

The nature of rhythm was discussed. Music was played and the theme and tempo of each composition determined. One feature of the class work is the division into groups for the working out of dance patterns to some particular piece of music. Sometimes it is a folk song like the Russian Czybogar, light and jolly, but which demands free movement. Invariably each group produced a different interpretation in movement of the folk song.

Since the character of modern dance is to free it from music, practise is given in clapping out various rhythms in 4-4 time or other tempos, then



moving each in her own way to the rhythm. Names lend themselves to rhythms. The names of class members, such as Justine Norman are clapped out, sometimes that of a movie actress like Simone Simon.

Other days, girls will bring in sketches they have made in art classes. One brought in sketches of Shakespearian characters that suggested a knave, a prince, a pompous looking judge, whom the girls pantomimed in their dances. One group went so far as to work up a program of dances based on scenes from Shakespeare's plays, such as that of the witches burning the cauldron on the heath in "Macbeth."

Another day a class member brought in a poem she had written on the struggle of labor to ad-

vance itself. A dance was worked out in which the girls formed a frieze of movement. Always the dance patterns are suggested by the girls, one contributing this movement, one another, on the basis of their technique and originality.

An amusing set of dances created by the girls was "Street Ballads," suggested by street games the children play. "Come Punchinello," and "Mary, Mary, dressed in black," the girls sang as they danced. The old game of statues was accompanied by the girls singing "Heigho, this is the way the children go." There were a contribution to a commencement program, a pageant of ballads, suggested by a quotation from Andrew Lang: "Ballads sprang from the very heart of the people, and flit from age to age, from lip to lip of all the class that continues nearest to the state of natural man."

Working creatively together the girls have agreed:

"We have a better understanding of the dance as an art."

I wish to lay special stress upon the absurdity, not to call it by a harsher term, of running children through the same mill in a lot, with absolutely no real reference to their individuality. No two children are alike. You can not expect them to develop alike. They are different in temperament, in tastes, in disposition, in capabilities, and yet we take them in this precious early age, when they ought to be living a life of preparation near to the heart of nature, and we stuff them, cram them and overwork them until their poor little brains are crowded up to and beyond the danger-line.

The work of breaking down the nervous systems of the children of the United States is now well under way. It is only when some one breaks absolutely away from all precedent and rule and carves out a new place in the world that any substantial progress is ever made and seldom is this done by one whose individuality has been stifled in the schools. So it is imperative that we consider individuality in children in their training precisely as we do in cultivating plants. Some children, for example, are absolutely unfit by nature and temperament for carrying on certain studies.—*Luther Burbank in "The Training of the Human Plant."*

It is fatal to the highest success to have command of a noble language and to have nothing to say in it; it is equally fatal to have noble thoughts and to lack the power of giving them expression.—*Hamilton Wright Mabie.*

Two Graduation Programs That "Clicked"

STEWART M. PATTERSON

Principal, Willard School, Stamford, Connecticut

UNTIL LAST YEAR, we closed our school year with perfunctory traditional commencements which were an incongruous climax to the work in a school that the general public had labeled "progressive." In April of 1936 we came to our senses. We decided that our June graduations in the future should represent in the largest possible measure, the activities and interests of the school itself. An appeal to, and an educational campaign with, the graduating class won them over to such an extent from the traditional viewpoint that they decided to plan the entire graduation.

As a result of such planning, the class incorporated a series of sketches which represented a cross-section of the school's activities during the year into a "March of Time." Thus, in a series of sketches written by the students, such school activities as Field Hockey, Orchestra, Cafeteria, Prize Speaking, Newspaper, Library, Operetta, and Baseball passed in review. Each member of the class participated in one or more of the skits.

While that type of a program certainly could not be classed as original, it did have one unique and outstanding feature. It diminished the problem of dress. In the past this was our greatest graduation problem, especially with the girls. Parents tossed budget limitations aside and with lavish extravagance and much ostentation, and tried to not only keep up with the Joneses but to outdress that family. However, the graduation of 1936 presented no such problem, for the pupils graduated in the clothes that they wore in the skits. For example: The pupils in the Field Hockey skit graduated in their uniforms. Likewise, (pupils) the boys in the baseball scene received their diplomas in their uniforms, while those who participated in the scenes from the operetta were in their costumes.

In passing, it might be said that in order to have pupils dispense with the typical graduation clothes, clever salesmanship was necessary. It was necessary to overcome some parental opposition and the desire on the part of a third of the pupils to obtain and show off new clothes. The result was accomplished by indirection. In the first place, the program itself called for costumes. Secondly, the program was so timed that there would have been too short a period between skits and the presentation of diplomas to primp and fuss. In the

third place, psychology helped us out. We stressed the fact that if John Brown changed to typical graduation clothes, he would be only one member of a graduating class, whereas his baseball uniform would stress his accomplishment as a player on the baseball team.

That type of appeal worked such miracles that the graduation class of 1936 was widely applauded by student and community.

For the 1937 graduation another approach was planned. In the early part of the school year we purchased a 16 MM Camera with an F4 telephoto lens and an F 1 5 lens. Along with this equipment, the school bought photo floodlights and a light meter. With this equipment we, under the guidance of an experienced photographer, set to work to make motion pictures of our various activities. During February we made a 100-foot picture of our Physical Education skating program. The production of our school newspaper, the *Willard Daze*, was next filmed. In this case we used 300 feet of film. In the spring, Willard gave an Operetta, Gilbert & Sullivan's "Pirates of Penzance," which was filmed partly in color. At the closing picture of the year, each member of the graduating class passed in review before the camera.

It might be said that after the first picture, some members of the graduating class became quite proficient in operating the camera. Furthermore, as part of the English work, the pupils wrote the scenario. Thus, the Operetta picture started with a music class scene showing the students perusing various copies of different operettas from which a selection was to be made. Next, the picture showed the development of the scenery from small preliminary sketches made by the art class to painting of the sets for the stage. The music section of the film showed the preliminary chorus work, the development of the rehearsals and the dress rehearsal.

With these films as a background we planned our graduation program. The films were edited to give a logical presentation of the various activities. The sequence of the graduation film was: views of the school, the first grade in action, a graduating class scene, the skating film, the newspaper film, the operetta film, and the class film showing individual views of every member of the graduating class. During the showing of the film

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various members of the class gave running commentaries concerning the film and its background. While the operetta film was being shown, musical interludes from it accompanied the showing. Between reels pupils demonstrated the motion picture equipment, elaborated on its cost, and stressed its educational value. As the class film was shown on the screen, the commentator stressed some outstanding characteristic of each pupil or his or her contribution to the school.

It should be stated that, while other pupils were shown in the various films, every member of the graduating class had his or her picture on the screen at least twice. Furthermore, as commen-

tators, demonstrators of equipment, or moving picture machine operators, each member of the class had an active part in graduation.

In 1937 as in 1936 the type of program limited the dress problem almost completely. There was little sense to spending lavishly for clothes when eighty per cent of the time the hall was dark.

In conclusion, we believe that Willard's graduation programs have met with overwhelming success. The programs were practical, purposeful, and brought the community into closer contact with school. The programs likewise reviewed and crystallized for the pupils some of the advantages and some of the opportunities that Willard had made available for them.

The Case Against the Adoption of the Unicameral Legislature

HAROLD E. GIBSON

Coach of Debate, MacMurray College for Women, Jacksonville, Illinois

RESOLVED: That the Several States Should Adopt a Unicameral System of Legislation

WHEN the high school debater takes his first look at the average debate question, he usually concludes at the first glance that this is really no question for debate. He can see only one side that even has a chance of winning. This has been the case with high school debaters for many years, and usually the side that is selected as being fool proof is that of the affirmative. The exact reason for this is not known to the writer, but a guess would say that the idealism of our young people make them ready to accept change with little hesitation, and the questions that have been chosen for debate are the more likely and readily apparent changes.

As the beginning debater views our question of unicameral legislatures he may conclude hastily that it is a lopsided question favoring the adoption of the unicameral system overwhelmingly. When you get this opinion please bear in mind that it has been the experience of many debaters that the side which looked to be the best at the beginning of the debate season has turned out to be by far the more difficult side at the close of the season. Will this be the case with the unicameral system? Will the negative have the stronger case before the end of the season?

At the beginning of our study it seems as if there is a preponderance of evidence to prove that we should adopt the unicameral system. The evils that have been attributed to the present system of

legislation are legion. Such evils as low legislative ability of members, the passage of technically incorrect legislation, the power of the Legislative Committee, the lack of consideration of legislation, and the utter lack of responsibility for legislation on the part of the members of our state legislatures—these, and many other evils, have been attributed to our legislatures, thus making unicameralism seem to be an apparent need.

A more analytical look at the evils of the present day legislatures will present more hope for the negative debater. The negative debater must admit that these evils do exist. Then he will propose that they be remedied. At this point his analysis will show him that it is not the unicameral system that is needed, but rather that reform is the need of our present day legislatures. When the negative debater has analyzed the debate for himself and found that we have many needs for reform, he is in the proper frame of mind to attempt the proving of the negative side of the case.

The points of strength for the negative in this debate are legion. To begin with, the negative debaters have an advantage because the affirmative are forced by the terms of the question to prove that every state in the union should adopt the unicameral system. This makes the task of the affirmative exceedingly difficult. Suppose that the negative determine to concentrate their

attack upon just one state or one small group of states. For example suppose that the negative would choose to attack the adoption of the unicameral system in the states of New York, Pennsylvania, and Illinois. They are attacking the plan in these three states, but are in favor of its adoption in other states. If the negative side takes such a stand, the affirmative will have to shift their entire attack to a fight for the adoption of unicameralism in the states that the negative have selected for the battleground. Such an advantage with the negative makes the task of the affirmative extremely difficult.

The negative will also have the advantage because they are in a position to steal the thunder of the affirmative on almost every hand. In fact the affirmative can propose only one thing, namely the one-house legislature, that the negative legally cannot propose. Thus the good negative team could take the following method of attack. The negative could first admit the entire first affirmative speech, which undoubtedly will point out existing evils in our legislatures to make the need for a change necessary. After making the affirmative waste their time in pointing out existing evils in our legislatures the negative may then adopt any reform that the affirmative may propose with the single exception of the one-house plan. The negative's opportunities for stealing the thunder of the affirmative is practically unlimited in this debate.

The average affirmative will propose the adoption of the unicameral legislature and will have as a part of their plan the system of non-partisan elections. Non-partisan elections are not an integral part of the one-house legislature, so the negative can steal their opponent's thunder by proposing the non-partisan election as a part of the negative system of reform. This fact that the reforms that the affirmative claim for their plan are actually not a part of the plan is an item of great strength to the negative.

Part of the affirmative plan of reform may also be the reduction of the number of legislators in our state legislatures. This may be a much needed reform, but it is not a vital part of the one-house legislature. Thus when the affirmative propose this with their plan, the negative may also propose a drastic reduction in the number of members of the bicameral legislature, and a second item of strength for the affirmative has been stolen by the negative.

In this manner practically every reform that the affirmative may attempt to propose can be taken by the negative and applied to the reform of the bicameral system of legislation. Thus the affirmative will have very little to propose in the

adoption of the one-house system, when the reforms have been stripped away by the negative applying these same reforms to the bicameral system. The debate will then resolve itself merely an argument over which is the better way to get legislative reform, which both sides admit must come.

Another great point of strength for the negative is the attitude toward the unicameral system found among the leaders of our government. In a questionnaire sent out by the magazine *State Government* it was found that large percentages of men engaged in government work were opposed to the plan. Some typical percentages against the adoption of the plan were United States Representatives 76%; United States Senators 69%; State Representatives 66%; State Representatives (1934) 80%; Nebraska Senators (1934) 62%; and American Bar Association 66% against the plan. Now if the leaders of government at the present time are so overwhelmingly opposed to the plan, it seems to be doomed to ultimate failure, for these same men will be the persons who will put the plan into operation after it is adopted.

The negative have a distinct advantage in their right to demand a specific and workable plan from the affirmative. The affirmative may claim that they are mere high school students and should not be expected to present a plan, and thus attempt to evade this challenge. However the negative may come back and say that they did not want a plan of the affirmative debaters in the first place. What they want is a plan that has been proposed by some government association or that is in effect in Nebraska today. When the negative place the proposition in this light, the affirmative are practically forced to present a plan. When the affirmative attempt to propose their plan, the negative should then demand that the affirmative show just how their plan will remedy each of the evils that they have proved do exist. This will take an enormous amount of the valuable time of the affirmative, and then, too, it is practically an impossible task.

One main argument that is open to the negative against the affirmative is the fact that the small unicameral system will make graft and corruption much easier. As soon as the new wears off the system and the public is no longer vigilant to the actions of the legislature, it will be an easier task to bribe 10 or 12 members than it formerly was to influence a much larger number.

The negative, if they are skillful, can boil the debate down to an argument as to whether or not our need today is not reform instead of unicameralism. The affirmative, when they propose so many reforms, are practically admitting that it is

this reform that we are needing. If we have the reform the legislatures will be good no matter whether we have a unicameral system or not. When this is pointed out, it can easily be shown that the affirmative plan of a unicameral legislature will be a hopeless farce unless the reforms come with the one-house system. This being the case, it is only logical that these same reforms with the bicameral system will also give us an efficient form of government.

When the debate gets boiled down to the one fact that what we really need is legislative reform, and not unicameralism, the negative have an opportunity to put in a few good punches as to why the bicameral system should be retained. To enumerate these briefly, the bicameral system should be retained because it has had a long tradition in this country; it should be retained because it gives a system of checks and balances that are needed to protect all of the people; the bicameral system provides for more representatives, giving the rural areas a better representation than they can ever hope to have under a system with few representatives, and, finally there is a strong adherence to the bicameral system among the American people, which goes to make it a more stable form of government.

EFFECTIVE DEVICES OF STRATEGY AND How To USE THEM

The Dilemma, in which one debater asks his opponent a question, is a method of strategy often used in debate. The question has been so worded that it places before the opponent two alternate answers. The strategy of the use of the dilemma is to have the question so cleverly worded that no matter which of the two available answers the opposition give, this answer will be very damaging to their debate case. The effective dilemma is one of the most valuable methods of debate strategy known.

It is good advice for the debater to avoid answering directly any question asked him by his opponents, when their purpose may be to catch him on a dilemma. If he must answer the question he should be sure to see to it that he guards against all catch phrases and tricks.

A sample dilemma for the negative will be found below:

Ask the Affirmative: Do the members of the affirmative feel that the first unicameral legislature of Nebraska was a success?

If They Answer Yes: The affirmative are taking the stand that the first unicameral legislature of Nebraska was a success. They are taking this stand even in spite of the overwhelming amount of information pointing to the failure of this first session. One of the main reasons for the adop-

tion of the unicameral system was a reduction in the amount of legislation, but the legislature that has just completed its first session enacted 34 more laws than its bicameral predecessor. It saved \$63,000 in operating expenses but at the very same time boosted the state budget \$5,000,000 to a new high in state expense. Is this the type of a success that the affirmative are speaking of? The argument of our friends that party lines would be broken down failed to materialize. The legislature was divided with 22 Republicans and 21 Democrats and the dominant party elected their candidate to the speakership. The argument that every vote would be placed on record also failed to materialize until a labor union in Omaha demanded a record vote on the Child Labor Amendment. The argument that legislation would be "fool proof" also failed to materialize. The "Little NRA," a fair trade practice bill has been found to be full of loopholes. Even in spite of this preponderance of evidence to the contrary the affirmative still maintain that the unicameral experiment in Nebraska has been a success.

If They Answer No: The affirmative are willing to admit that the unicameral legislature of Nebraska has not been a success. They are willing to admit that it has not lived up to the expectations of its founder Senator George W. Norris. Now even in spite of this failure, when the plan had everything laid out to make it a grand success, the affirmative propose that it should be adopted by all states. In spite of the friendship of the Nebraska Press, the friendship of the people, and the almost unanimous support of Nebraska the plan has failed. We feel that it should not be continued.

Ask the Affirmative: Do the members of the affirmative feel that the reform of the unicameral legislature is all that is needed in our state legislature?

If They Answer Yes: The affirmative have taken the stand that the reform of the unicameral legislature is all that is needed today. Now let us analyze the reform of unicameral legislatures and see if it really is all that is needed. The reform to a unicameral legislature alone does not include non-partisan election of the members of the legislature. It does not include the elimination of the control of the legislature by the presiding officer. It does not include the appointment of the committees of the legislature by the entire body instead of by the officer in charge. It does not provide for publicity of the votes of members, and public hearings at all the committee meetings. These are the needed reforms in state legislatures today and the proposal of the affirmative does not

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Students Go to Court and Jail

RAYMOND GRUNER

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FOR ALMOST a decade Judge Morrison and Mr. Logan Jackson, sheriff of Orange County, have invited the eighth grade pupils of the elementary and junior high schools of the county to spend half a day in the county Hall of Records, during which time they are privileged to witness a trial in the court room and to inspect the jail. Believing that the great increase of juvenile delinquency and the ever-swelling wave of crime are due to the fact that the youth of today are either misdirected or not directed in any way, Judge Morrison and Sheriff Jackson sponsor this annual trip in the hope that these youthful students of political science will not be transgressors against society. Each of these officers gives a brief but inspiring talk that is easily understood by the pupils on how to keep out of court and the jail.

In the courtroom after the bailiff and deputy sheriff have led the accused out, Judge Morrison enumerates certain standards of conduct for his adolescent guests to follow to avoid the clutches of the law. "Not only is an education necessary for a court reporter, but for yourselves in future life," he told his listeners. "We have boys and girls eighteen or nineteen years of age who come into this Court lacking a high school or college education, and they tell us they cannot compete in society with the educated boy or girl."

From an instructor's viewpoint the motives for an activity of this type are two-fold. First, such a visible demonstration of the fact that crime does no pay is, beyond a doubt, instrumental in developing ethical character and good citizenship. Second, it affords an opportunity for these youthful students of political science to gain first-hand knowledge not only of judicial procedure but also of modern methods of crime detection and punishment.

Prior to the trip student committees carry on research work in the library and report to the classes their findings on how a trial is conducted. Objective tests are given before and following the trip to the county court house, and each pupil registers an appreciable gain in factual material.

Often the boys and girls conduct a mock trial

After a lapse of an interval of six weeks the instructor asks his pupils to write if they so desire, reasons why the project is beneficial. In 1937 over seventy pupils voluntarily wrote reports on why they believed the trip to the county seat worthwhile.

Teachers or principals seeking to secure for their pupils the privilege of visiting the court and jail notify one of the two officials several days in advance of the desired date. Great care is taken in the choice of a trial that is appropriate for and interesting to adolescent people. An effort is made to select a case that can be concluded in one session. Before the hearing Judge Morrison ex-

plains the function of a court, judicial procedures, and the duties of the various court officers. Then the group is taken to the jail and met by Sheriff Jackson who calls attention to various weapons and crime-detecting devices. Then he conducts the party through the prison.

The efforts of these two officials to prevent juvenile delinquency is not confined to permitting the pupils to visit the court and jail once a year. Both men are available as speakers before classes and assemblies of the various schools. Deputy Sheriffs Lukes and McKelvey and Mr. Herman Zabel, head of the identification bureau located in the jail, lend invaluable assistance to the program by explaining both in the prison and in the classroom how criminals are apprehended and convicted. During the 1936-37 school year, thirty student groups, ranging in numbers from twenty to one hundred forty, availed themselves of the opportunity of seeing a court in action and of inspecting the jail.

The 1934 visitors from Huntington Beach listened to the prosecution and subsequent conviction of chicken thieves. A year later another class witnessed the trial of a Mexican accused of assault and battery upon his wife. This case was carried on by the aid of the court interpreter who could speak both Spanish and English. The 1936 class visited the trial of a forgery suspect, the sentencing of a man for non-support of his four-

"There are other things necessary to keep out of court and make worthy citizens. We must be kind, we must be unselfish, we must love one another, and we must be helpful to one another. When we see one of our friends going down hill, either because of bad habits or evil associations, we should go to him and help him up again and encourage him along the right road. In addition to these things, we must not forget the spiritual or religious side of our life. Attend your own Sunday School or Church."—Judge Morrison to eighth grade students.1

year-old child, and the arraignment of two cattle thieves. In 1937 the pupils heard two women accused of shop lifting bound over to the Superior Court, and listened to the preliminary hearing of a hit-and-run driver.

IN THE COURT

In explaining the function of the court, Judge Morrison said: "Society as a whole has made rules, which we call laws, by which you and I must live; and, if a person is charged with violating one of those rules, then the court acts as a referee to determine whether a particular person has violated that rule, and, if he has, to punish him."

Concerning this point a boy wrote, "The judge is like an umpire in a baseball game or a referee in a football game. He decides when the rules have been broken and what the penalties are. The duty of the judge is to see that we play the game of life square."

A girl wrote: "We entered the court room and were given instructions on how to act during a trial. The bailiff opened court. We stood when the judge entered. He told us to be seated and then gave us a talk on how a trial is carried on. He explained what the duties of each officer in the court were. For instance, he said that the bailiffs kept order and saw to it that no one talked aloud, laughed, or smoked in the court room. One of the officers kept writing all the time the judge talked, so the judge told us that he was the court reporter, who could write 150 words a minute for five minutes, then type them without making a mistake in either spelling or punctuation."

A boy described the forgery trial of 1936 as follows: "The first case was called, 'the People of the State of California vs. _____' who was charged with forging a check for \$11.80, which was cashed by a butcher. The assistant district attorney called his witnesses to prove about the forged check being given. The butcher identified the defendant as the one who gave him the bad check. Then the defendant's lawyer called his witnesses, who testified that they had seen the defendant in Los Angeles when the crime was committed. The lawyers cross-examined the witnesses after a certain procedure. There was no jury; the judge pronounced the man guilty. The defendant's lawyer started to ask for probation, but the man yelled out that he must clear his name for his family's sake and would appeal the case. So his lawyer, deciding to appeal asked the judge to pronounce sentence. This was done. The forger received a year in the county jail."³

A girl summed up the action of the judge in sentencing a man for non-support of his child: "A lady with a little boy four years old had her husband arrested for not paying her the \$35 per

month he was supposed to give for the support of their child. They were divorced, and she had custody of the child. The judge questioned the man about how much money he made. He gave the man a two-year jail sentence which was suspended so the husband could keep his job, and ordered him to pay \$30 a month to support his child. So he wouldn't escape into another state, the judge ordered him to stay in the seven counties of Southern California. He told that man if he couldn't keep up the payments to tell the court about it, before the court looked him up. Then the judge called a recess, so we went over to visit the jail."

IN THE JAIL

After the turnkey had locked the pupils inside the jail, Sheriff Jackson came forward to greet them. Of this a girl said, "I had an awful feeling when the jailer locked those iron doors on us. Then Sheriff Jackson came out to welcome us. The reason he was glad to see us was because he wanted to make better citizens out of us." After greeting the visiting students, Mr. Jackson proceeded to exhibit and demonstrate weapons which his officers use. Concerning these a girl stated:

"The guns were brought out of a safe where they are kept when not in use. We were first shown a machine gun, which only officers are permitted by law to use. This gun fires 750 shots per minute. Next we were allowed to see a gun which shoots tear gas and sickening bombs. The bombs are about ten inches long and two inches in diameter. Both have different effects. One makes the victims blind for a while, the other makes them sick."

"As I was going through the jail," commented a girl, "I noticed many young boys who didn't play straight. The jail was nice and clean, and in some parts of it you could smell food cooking. In the jail we got to visit a room where the officers received teletype messages, also the identification and finger printing room."

"In the finger print room," volunteered a boy, "we saw the prints of many criminals, enlarged so they could be studied. We also learned how finger prints could be detected on glasses, walls, and other objects, and then compared with the prints on record. Many times a criminal whose finger prints are on a victim can be named in a few minutes by looking through these files. Next we went to the check room where bad checks and counterfeit money are examined."

A girl added the following information in regard to the detection of forged checks: "To detect bad checks, all checks are magnified many times. This brings out the thick and thin lines,

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Football Officiating Techniques

THE REFEREE normally will follow the ball and the Umpire will follow the men. In case of a shift the Head Linesman will assist the Referee by checking the shifted men. On punts the Referee will stay behind the kicking team until the ball is kicked and the Umpire or Field Judge will assist the Referee by raising one hand over his head to indicate that in his judgment the Referee should blow his whistle and declare the ball dead. Where a Field Judge is used he shall also be prepared to advise the Referee on plays in his territory as to what man should be given the ball.

When four officials are used they will locate as follows: at the kick-off the Umpire will stand at one side of the field on a line with the ball and will watch for off-sides. The Head Linesman will stand on the fifty yard line and rule whether or not the ball was kicked ten yards. The Field Judge will stand down the field on one side line and will mark the spot if the ball crosses the side line. The Referee will stand down the field near the side line opposite the Field Judge.

Where three officials are used they are to divide the field as follows:

Referee—Behind offensive team.

Umpire—Behind defensive team and on opposite side to that of Head Linesman.

Head Linesman—On line of scrimmage and covering kicks, passes, and out of bounds plays on his side of the field.

(2) When three officials are used they will place themselves at the kick-off as follows:

Referee—With receiving backs and near side-lines opposite Head Linesman.

Umpire—at 40 yard line to watch "off-side."

Head Linesman—Near 50 yard line to observe whether or not ball travels necessary yardage.

(3) On attempted goals from the field the Field Judge will take a position that will enable him to decide whether the ball passes under or over the cross-bar.

(4) Where no Field Judge is present the Umpire will take such position.

(5) On goals after touchdown the positions are left to the judgment of the officials.

(6) On touchdown plays the position of officials is left to their own judgment and agreement

except that it is suggested that both the Umpire and Head Linesman be on opposite ends of the line of scrimmage when the ball is snapped and until the play develops.

SIGNALS BY OFFICIALS

(7) The Referee shall raise both hands vertically over his head so that spectators may know when a touchdown has been made. (See Rules Book, page 72.)

(8) The Umpire shall signal incompletely passed by swinging his arms in a horizontal plane.

(9) When a punted ball crosses the goal line the Umpire, Head Linesman, or Field Judge will signal by swinging his arms vertically to indicate that the ball has crossed the line.

(10) The Referee will not blow the whistle when backs are in motion or when a man in a shift does not come to a stop until the play is consummated.

(11) In case of a foul the Referee indicates that he has seen the foul and will mark the spot.

(12) Holding the arms in a horizontal position is the signal to the Head Linesman for Measurement.

DUTIES AND JURISDICTION OF OFFICIALS

(13) When officials call fouls they will report to the Referee stating both the foul and the penalty.

(14) The Referee will notify one Coach and the Umpire the other ten minutes before the time scheduled for beginning the game and five minutes before the expiration of the twenty minute intermission. (See 1937 Adoption.) The Umpire or Field Judge will not fire his pistol to denote the end of the period until the play which is in progress has been completed.

(15) Officials and the visiting team are to be notified of the time and place of the game in advance in writing by the entertaining school, stating whether the game begins on slow or fast time.

(16) The Umpire will inspect the players' equipment in the dressing rooms prior to the game.

(17) Regarding players' equipment, the Umpire will enforce the 1937 Rule by inspecting equipment of both teams. Attention of schools is called to the use of helmets or jerseys which are similar in color to the ball. The next to the last paragraph of the Supplemental Note under

What is a football official supposed to do? From the bleachers his work looks easy. This article taken from the "Michigan High School Athletic Association Bulletin" should prove interesting to those of us who neither work nor play on the football field.

Rule 5, Section 3, states the method by which the solid color of these articles of equipment is to be broken.

Attention is also called to the Supplement Note under this same Rule and Section regarding taping of hands. It is the duty of the Umpire to inspect any such taping and order removed that which in his judgment would be dangerous to opponents. Coaches should assume primary responsibility for the use of equipment which may be dangerous.

(18) Officials may carry towels to wipe off the ball, and the Referee may allow the Centers to lift the ball to wipe it off and any player may carry a towel for that purpose.

(19) The Referee himself will be responsible for selecting the two assistants to hold the Linesman's sticks and an assistant to mark the spot of the down.

(20) It will be the Head Linesman's duty to see that the chain or line is the proper length and that the five yard mark on the chain is indicated.

(21) When an assistant to the Head Linesman is chosen to mark the spot of the previous down the Head Linesman is expected to give more assistance to the Referee on out of bounds plays on his side of the field.

(22) The Field Judge will keep the time when four officials are used but if there are only three, the Head Linesman is to assume this duty. The Referee will in all cases provide himself with a watch and keep the time out.

In small schools where only two officials are hired the Umpire shall keep the time unless one or two school representatives are selected by the Referee to keep the time with one watch.

(23) When attendants are permitted to come onto the field of play the Umpire shall accompany the first and the Field Judge the second if four officials are available. When there are only three officials the Referee and Head Linesman shall assist in this duty.

(24) The Referee and Umpire may call off-side in the line but in case of conflict the Head Linesman's decision shall be final.

The Head Linesman will assist the Referee in determining whether passes are lateral or backward and not forward.

(25) If the Head Linesman is a local man or connected with either of the competing schools, he is to have no penalty authority unless mutually agreed upon before the start of the game.

(26) The Referee will not extend the time out even though both captains request it. The 1937 Rules provide that there shall be no successive time outs. At least one play is to intervene between time outs or penalty is to be inflicted.

(27) If the Referee takes time out for an injured man though not requested to do so by the Captain, the time out shall be charged to the injured man's team.

(28) The Referee is not to handle the ball when out of bounds, but is to locate the spot where it went out of bounds and then place it in play on the line 10 yards in bounds from the side line. The Center will bring the ball to him. Centers should be instructed before the game to speed up all out of bound plays.

When the ball crosses the side line on kicks the spot will be marked by the Referee assisted by the official nearest the spot.

(29) When any Captain has time taken out the official shall not demand that play be resumed before the expiration of the two minute period.

(30) When a game is in progress no one shall be allowed to come onto the field of play to discuss an official's decision, nor shall an official while the game is in progress be expected to support his ruling by showing the rule book. All officials, however, will be responsible for any decision involving observation and interpretation of the rule. This means that if one official errs in his interpretation of a rule the other official will be expected to check him before the play is resumed.

(31) Officials are to insist on spectators keeping off the playing field and shall report to the State Association Committee on Officials the names of any schools at which they have difficulty in this respect.

(32) Uniform of officials: White duck or knickers (preferably the latter,) black socks, white shirt, black bow tie, football shoes.

(33) Time of arrival and reporting by officials. Officials should arrive in town at least an hour before the game, (preferably two hours,) and immediately report his presence to the home Coach or Director.

(34) Schools should provide at least two officials for all games.

(35) The Head Linesman is not to carry a stick or box onto the playing field for the purpose of recording progress of the ball. Such record of the downs and location of the ball is to be kept by an assistant on the sideline under his jurisdiction.

(36) The Umpire is not responsible for recording incoming substitutes in a game but all substitutes must report to him.

FIELD AND GAME EQUIPMENT

(37) Stop watches, gun, cartridges, yard sticks, whistle, horns, Head Linesman's box, extra stick

for Head Linesman will be furnished by home team.

(38) The field should be marked off by 5 yard lines. The markings of the field and the furnishing of equipment are to be regulated by the school's ability. No penalty will be inflicted upon schools being unable to do so but all are urged to furnish as complete equipment as possible.

(39) Marking the End Zones. Rule 1, Sec. 2 does not give a definite rule for the marking of the end zones. Markings of the type given in the diagram on page 2 of the Rule Book or other distinctive markings are suggested.

(40) Schools are urged to mark a point on each yard line 10 yards in from the side line in accordance with the diagram on page 2 of the Rules Book.

(41) Playing equipment is to conform to the rules and must meet the requirements as specified under "duties of the Umpire."

(42) The color of the ball used in night football is to be a matter of mutual agreement by the competing schools and should be written into the contract.

Let's Present a Play

PAUL MARSH

Director of the Whittier Theatre (for children aged 12-16), Lorain, Ohio

IN THIS conflicting era of theory against theory in education, there stands one accepted fact—the value of the school play. No one has leaped forward to condemn junior drama. No one has screamed "Wrong! Wrong!" simply because the school theatre long ago has won its colors. The juvenile play proceeds on its merry way, unquestioned and thoroughly approved.

School theatricals, which yearly assume a greater importance in the curriculum, should be considered as necessary to character education as is any other academic subject. The drama, like the textbook, is a short-cut to happier living; it should be made the most pleasant experience the student has ever enjoyed. Herein the value of school drama is undisputed.

Assume that the teacher accepts these observations. Shall we present a play? What are the prime factors that will involve us from the moment of play selection to curtain time? How shall we select the cast, rehearse, polish, and present? Who shall be our actors and who our technical staff? Here are some answers.

First, begin by selecting an appropriate play. Choose a vehicle suitable to your players (too often the reverse process is employed.) With players and technical suitabilities in mind, decide upon a play that seems best fitted to your needs.

Select a play young actors will like. A script which may seem unusually clever to the director may fail dismally with the juvenile make-believers, because it is out of their range of life experience. Simplicity should be the keynote in selection.

Here is an item that deserves a separate paragraph: Don't attempt an American Cavalcade on a fifteen by twenty foot stage. Some instructors, and seemingly they beg for the resulting terror,

still insist upon such insanity. The adjective in the term *little theatre* can't cover such sins.

Tryouts and casting, contrary to popular usage, will not be the next step. Rather, bring together the players that you *think* might be able to do the parts and begin a reading and "talking-over" process. Have the play read by the various members and thoroughly discussed. What is the relation of one player to another? What is his relation to the whole? How do certain lines serve as key lines; what would happen to the play if they were omitted? The players should understand the situations in the play; what makes it comic or tragic. They must know why Simon Legree is villainous and why Little Eva is saintly.

The players, under the guidance of a director who has reasoned out all these factors in advance, should be able to comprehend the play as more than a collection of merry words or comic situations. A surface reading of any play is never satisfactory, since there are so many subplots or counter-plots which contribute to make the whole a complete, successful picture.

After this "talking-over," or first reading, come the tryouts. The usual method consists of a hurried glance over a part which the prospective player has never seen before. Such tryouts mean nothing. Many good student actors begin poorly because of slow comprehension of the situation, hasty interpretation, or weak eyes, which cannot follow the script readily. Judgment based upon tryout first readings often prove disastrous.

Many juveniles have dual personalities. One personality they display in the classroom where the teacher observes and one they parade on the stage for an admiring audience. Select from the second personality for the play.

A much more acceptable method which allows

for these factors is the system of permitting the candidates to perform a scene in which they have already played or one which they have prepared beforehand. One such scene will convince the director of the player's suitability. The best method, of course, is to select the cast from students who have worked previously with the director. The test of good acting is an actual performance.

Be assured that your actor who failed in a previous play will fail again. Forget that his mother is influential in your community; casting with this selfish viewpoint is unfair to the others who rely solely upon their own merits. Put your failure on the stage crew or let him superintend the ushers. He'll like that better, because he was in your old play only for Mother's sake; he was a subject of conversation at her bridge clubs.

When testing, the director should look for enunciation, diction, conversational tone, poise, manner, imagination, grace, general feeling, and complete excellence. Never cast a high pitched player for a hero although he may look like one. Casting to type is a good practice if done in moderation. A girl may be ever so graceful when she enters a classroom; yet, when asked to walk across the stage, she may be awkward and halting. Test for grace with pantomime and test as much as possible in the actual conditions under which the play is to be presented.

Use your stage for rehearsals. This may seem curious to directors who have always done just this, but to others, who find their school theatres continually in the possession of garden clubs, Legion demonstrations, society benefits, and Kiwanis culture sessions, *insist* is the word. Let other organizations build their schedules around yours, because the school must cater to the student first, and then to independent groups for good will.

Avoid the common, futile error of "therapeutical dramatic" casting. Never cast a weak boy as a headsman or a bandit simply because you think the part will improve and make him a bolder, braver boy in actual life. Remember that the world beyond the footlights differs completely from the one in front. A puny lad will be no stronger because he has played the headsman in "Six Who Pass." When the curtain is rung down, the puny boy will still be puny.

Now begin the actual rehearsals. Individual copies of the play should be provided for each member of the cast, regardless of the size of his part. Each player should have the entire play so that he will understand his relationship to the others and to the whole. Minor players are often "bucked up" through this seemingly unimportant

process because the possession of the script seems to raise them from their insignificant roles.

Rehearsals serve to impress upon the players the meaning of the play, to permit the director to apply pet theories which he feels may improve the production, to prepare it in finished form for the performance, and to allow social contacts among the students. Time should be carefully allotted so that each part of the play is well done. A blazing beginning often points to a dismal ending.

A convenient rehearsal chart, based on six week productions:

- 1st week—Reading of play; discussion of plot and characters.
- 2nd week—Rehearsal for stage business, positions, voice volume, action.
- 3rd week—Cast line perfect. Rehearsal for cues, details, proper feeling, facial expression, etc.
- 4th week—Rehearsal for cues, difficult scenes, continuous feeling, proper speed.
- 5th week—Whole play, whole cast for all details.
- 6th week—Dress rehearsal. Have invited audience for reaction, comment, etc. Rest day before performance.

Rehearsals can always be conveniently arranged after school hours. School dramatics can be made to take the place of honor among extra-curricular activities; the players rarely miss a rehearsal, work incessantly, and struggle to aid the director in perfecting the performance.

On a six week's schedule, the lines should be committed at the latest by the third week. Naturally, the sooner they are learned, the more time the actor has to assimilate significant lines toward the correct building-up of the character he is to play. Some directors feel that a long schedule of rehearsals tends to deaden the characters and to create a dull play, yet the famous Meiningen Players worked for years over a single play.

The director should have most of the stage action planned before the first rehearsal, so that when the players step on the stage, he will be able to instruct them in proper entrances and exits, position of properties, and significant action. Chalk lines on the floor serve as admirable substitutes for the walls and furniture later to be used. If you must have stage furniture, use old chairs and lounges. Wear and tear on these items is terrific with junior actors.

A small portable stage, three by four feet, with small figures for the players, can serve for preliminary instruction. When the player has watched himself as a figure on the model stage, he will be able to walk through his part without further

study of the script. Never allow the actors to be seated on the stage unless definitely necessary; immobility, wrong stars, and unfamiliarity with the set often result in much loss of time and a poor performance.

Teach the beginner to realize that the lines of the play and the attendant action comprise a whole, single unit. Too many regard them as separate entities and employ them as such. Simon Legree whips Uncle Tom and shouts "There!" at the same moment for complete effectiveness. He makes it a thrilling scene by combining both crisp speech and brisk action.

Rehearse for the mood of the play. Actors should be cautioned against affectation in character portrayal, unnaturalness of line presentation, unnecessary movements which will detract from the main plot, and maintenance of correct relationships even during practice sessions. Work for a consistent development of character and discourage tricks or "tag" actions.

During each rehearsal the villain should always be the villain and not Johnny Jones, a boy in whom Mary Smith, the heroine, is more than interested. This would be poor casting, in the first place, because the entire student body knows that Johnny is "stuck" on Mary. It would not accept them as villain and heroine.

Love scenes are without doubt the greatest stumbling block of the amateur theatre. Audiences are sensitive to the correct emphatic appeal of these scenes and notice immediately whether they ring true. An awkward clinch always amuses and creates a picture of embarrassment. A safe solution is: (a) stand close together, (b) girl to rest head on man's shoulder, (c) man to look down or look over her head. These positions are not as difficult to assume as the professional poses and are accepted by the audience.

Only ill feeling can be caused by the actor who attempts to steal the scene from his fellow players. If a particular bit of business impressed him as suitable, it should be rehearsed beforehand, so that sufficient warning can be given to the others in the cast. Without this warning the play is adversely affected and friendships lost.

The process of "pointing up" serves to clarify the meaning of doubtful lines. Emphasizing an important key line or word is known as pointing. When done properly, it is of immeasurable value to the production. Pointing aids in eliminating dull, monotonous line-giving, because certain lines or words emphasized over others naturally give a variety to the performance.

In long soliloquies, instruct the listeners to respond by nods of the head or low murmurs. At times, depending upon the nature of the soliloquy,

a sharp exclamation or a loud hurrah will add to the lines and remove it from the dreaded elocution class. Compel silent players to listen and react mentally to the lines spoken by others. This puts life into all of the characters on the stage instead of the single individual who is speaking and solves the stage business problem for all.

If the player must laugh, it should be convincing. Nothing is more grating than a false laugh. If the actor is in character, this should not be difficult. If this fails, he should think of an amusing incident and laugh out of pure reminiscence. Be careful of the quality of the laugh since the illusion is lost when the kindly father (with the benefit of make-up) utters a sneering laugh at his bashful daughter who is admitting her first love.

Work on speed and proper picking up of cues. The play should travel at a fast clip, to be slowed down only in heavy dramatic moments. A dragging performance is often due to improper picking up of cues. There should never be a perceptible gap between lines unless filled with stage business. If the player is slow on cues, he is usually waiting for the end of the preceding speech. Remedy this by allowing him to begin before the other is finished, even to cutting off a word or two from the preceding speech. Practice will perfect this fault and the player will soon learn to speak at the proper moment. Notice here that speeding the tempo of the play and picking up cues are two distinct things.

It is poor policy for the director to rave and rant or tear hair because rehearsals do not go smoothly. A soft, controlled tone does more for the player than the old-fashioned style of shouting. Encourage confidence. Don't say, "That was terrible! Do it over!" but rather, "All right. Now, let's do it over, giving more emphasis on this line or word or on this business." It is unfair to the others in the cast to delay them while working with a single actor. If one individual is weak, arrange for a conference or private rehearsals.

By the fifth week the play should be in a smooth, easy-going form. Attention should be given to details, gestures, minute responses to significant lines or words, use of the hands when not speaking, grace and ease of entrances, exits, stage walk, and above all, maintenance of character whenever the player is on the stage.

Dress rehearsal is intended for a serious purpose, yet usually it is a gala affair for the players. There is much horse-play in the dressing rooms, grease paint smears are too prevalent and loose powder forms a dust screen. Costumes are paraded and invariably girls in hoop skirts at-

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During dress rehearsal more should be done with the stage crew, lights, proper cues for curtains, prompting, and any other phase besides acting. The scenery and lights have been arranged and tested beforehand and the dress rehearsal should serve as a final check. Too often these important factors are left until the last moment—the dress rehearsal—on the hope that everything will work out as miraculously as it does in the motion pictures. What happens? Confusion, noise, wasted time, shattered nerves.

The scenery and light crews will lose no time if they commence working at the same time the cast does, six weeks before curtain time and neatly dovetail with the cast during the last rehearsal. Timing and interlocking should be the net result since previous sessions have presumably solved all other difficulties.

Make-up, and costumes too, should be tested before the dress rehearsal, under lighting conditions as close to the actual as possible. At the call of the director the players should be on the stage, costumed, made-up, and ready to begin the final practice. Fussing and fuming because a button on a pair of trousers is missing is the actor's fault. All these items should be checked and ready at least a week before the performance.

Invite a group of interested people to serve as an audience for the dress rehearsal. Notice the reactions, take notes, and inform the players *after* the last curtain. Watch for smoothness, speed, business, lights, make-up, and proper curtains. If the play is a comedy, be certain that the players do not attempt to speak through heavy laughter. Beginning again at the right moment when the laughs wane will keep the play at the proper speed.

While these problems have been occupying the director, the business department, school and city newspapers, and posters have been serving for publicity. Perhaps a cleverly arranged contest among the students has created great interest. The townspeople have been attracted by unusual 8x10 inch professional glossy prints inset on attractively printed placards and are planning theatre parties. Well conducted publicity will make the performance a social event.

All these forces, the director, the players, the backstage crew, publicity, and the audience should result in a highly successful evening. Thespis wishes you luck. We're in another world when we present our play and it's hard work but grand fun. Life is much more thrilling and entertaining than!

Students Go to Court and Jail

(Continued from page 115)

the weak and the strong lines. Then if a person has such an account in the bank, the real signature of the depositor is magnified the same amount of times. If the signature on the check is genuine it is good. If it isn't, the officers have proof it is bad."

CHARACTER BUILDING ASPECTS

Although certain hoped-for results in a character building program can never be measured, it is reasonable to conclude that such an activity does promote the growth of ideals, attitudes, and conduct necessary for good citizenship. Both Judge Morrison and Sheriff Jackson report that many students now in college or high school testify that their experience of witnessing a court and penal institution in operation idelibly impressed upon their adolescent minds the fact that it pays to play the game of life squarely.

The 106 pupils in our school who made the trip in 1936 as well as the 88 in 1937, were practically unanimous in reaching the conclusions that "You can't beat the law," and that "Crime doesn't pay." Asserting that his attitude toward law enforcement officials had been changed after the Sheriff's talk, a boy wrote: "I had never seen a machine gun until Mr. Jackson showed us the one which his deputies might have to use in self defense against gangsters, who up to that time had been better armed than the officers. I had been thrilled by seeing gangsters use their guns and kill officers in the movies. Sheriff Jackson's talk and the trip changed that idea.

A girl said: "When I first saw them standing around in their cages, like animals in a zoo, I felt sorry for them. Then, when I thought about the reasons why they were in there, I shuddered. The trial and jail taught me that there never has been such a thing as a perfect crime." A boy stated: "'Crime does not pay' was ringing in my ears as I came out of the Orange County court and jail."

1 Transcript of Court Record. Honorable Kenneth E. Morrison, Justice of Superior Court, to Huntington Beach pupils, April 15, 1937.

2 Ibid.

3 Description of 1936 cases—Sierra Educational News, "We Go to Jail," by Raymond Gruner, pp. 42-43.

Enrollments in vocational education classes in public high schools will be higher this year than last, when 1,382,000 youths and adults were enrolled to study trades and industries, home economics, and vocational agriculture.

The Three Visits

JOHN J. LANDSBURY

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ONCE UPON A TIME, not so very long ago if measured by figures on a dial but ages ago in terms of heart throbs, a Wanderer was abroad in the land. And, it came about that he found himself one evening in the outskirts of a village. As he journeyed up and down the almost deserted streets, his ear caught the sound of sweet music, and through the lighted windows he saw happy groups raising their voices in song. Presently, he saw an Elder of the village approaching, whom he addressed as follows: "My greetings, Sir, what is this festival you are celebrating? I hear the sound of much music." And, the Elder made reply: "Sir, I perceive that you are a stranger and do not know our ways. We are celebrating no festival. We are simple, honest folk. We wrest our living from the soil and from the forest, and when our daily toil is over, we gather around our hearths to sing and play together that we may find refreshment for the duty of the morrow." And the heart of the Wanderer was glad, and he said: "This is a good place in which to dwell. I must be on my mission, but I shall return."

And, in the course of time, the Wanderer found himself again in the village. But it was changed! Many of the houses were dark, and from the few lighted ones came sounds of scales, arpeggios, and strange syllables repeated over and over. And on the streets, people were hurrying to brilliantly lighted buildings with garish signs and gaudy trimmings.

The Wanderer was perplexed. And, when he again met the Elder, he greeted him thus: "My dear friend, what are these strange sounds I hear, and what are these houses of light and noise?" And the Elder replied: "Our sons and daughters are practicing that they may go out into the world and achieve fame and fortune and thus avoid the strenuous toil which was the lot of them who went before. These houses are places where our people go and pay that they may forget the poverty of their own resources—and besides, it is the custom to spend the evenings thus."

And the Wanderer made reply: "My heart is troubled. The future holds much that I would not see. I bid you good night. *Perhaps* I shall return."

And in the fullness of time, the Wanderer did again return to the village. As he passed along the way, his ear was assailed by the noise of shuffling feet, and high-pitched laughter, accompanied by the beating of tom-toms and tired, slithering noises, punctuated by occasional squealings made by strange-sounding instruments. And a youth was hurrying toward him, and in great perplexity the Wanderer addressed him thus: "My dear young man, what are these strange sounds and noises which I hear?" And the youth was impatient, saying: "Sorry, old Picklepan, but I'm on my way. My love life's keeping vigil down at Steve's place, and we are headed for a jam session up the line, and then to the midnight flicker. S'long—be seein' yuh."

And the Wanderer spoke not a word, but went his way.

And, when he again met the Elder, he addressed him thus: "My very dear friend, what is the meaning of these strange sights and sounds? What are the strange cabinets I see which emit the same sounds in all the houses? Is there a contest between conversation and cabinet noise?" And the Elder made reply: "We have fallen on evil days. No longer do our children take delight in song. Their ears no longer seek beauty in tone. We are troubled. But, we are well met. Come with me to my house; a group of representative citizens are there to consider what can be done."

And when they came to the place, the conservative citizen was speaking: "It is indeed a serious problem which confronts us. Undoubtedly parents are neglecting their duties and responsibilities. Perhaps we should ask the ministerial association to do something. At all events, there are so many ramifications of the problem that we ought to study it very carefully before committing ourselves to any course of action."

"No, no!" cried the Professor, wringing his hands. "Something must be done *now—at once*. I don't see what this generation is coming to. All they think about is dances, movies, swing bands, crooners—and here I am, Professor Sing-a-tone-ski, who studied with Professor Place-a-tone-ski, who got his work from Professor Methodoski, and my pupils have made money for themselves and for me, and I have the only scientifically correct method of tone production, and I can make an

artist out of anyone who will take five lessons a week for a few years. Yet, my studio is empty! empty! The foolish things, not to take advantage of such a rare opportunity as I alone can give them. It is terrible—terrible!"

And the eyes of the Wanderer kindled and, as if reproving a naughty child, he said: "Why do you complain? You had your opportunity, and you sold your future for immediate selfish gain. You held out to our youth prospects of glittering careers which their endowments in no way justified. Perhaps you were just stupid, or simply followed custom. You are now sitting down to a banquet of disillusionment. Our children have exchanged masters."

Then spoke Georgie Swing-croon: "You said it, Mister. We don't ride around in horses and buggies any more. Our kids want thrills and that's what we give 'em. If we don't take their money, somebody else will. This party's gettin' on my nerves. Hey, Joe—it's 9:45. Tune in on XYZ. You oughta get Freddie Oofie-Toofie and his swing band direct from the Dreamland Ball Room in Whoopie City overlookin' the beautiful Passion Fruit Grove. Hear him beat out a few hot ones—right off the griddle. That's what I call real music!"



Turning to the Elder, the Wanderer said, "Three times I have been in your midst. I have seen you a happy contented people singing for the joy of the song. I have seen you following false prophets and giving of your hard-earned substance that you might be amused and that your children might seek impossible goals. And now—you seek self-forgetfulness in superficial pleasure, deadening your sense of beauty and simplicity and paying tribute to those who capitalize on your inertia. There is no help here. But, take heart, my army is even now at your gates."

Then, the bewildered Elder said: "Strange man, what is this army of which you speak, and who are you?"

The Wanderer drew himself up to his full height, and answered: "My army is a band of devoted men and women who are, day by day in the classrooms where they congregate, teaching our children to love music for its own sake that they may regain the heritage of which they have been so cruelly robbed. And, I am Music, of whom such as these have made a Wanderer on the face of the earth. I shall return, but you shall not see my face, for I shall live in the hearts and minds of our children and my reward shall be the joy of service."

And having spoken thus, he drew the folds of

his robe about him, and went out into the night.—*Reprinted by permission of the Music Educators Journal.*

Amateur Magic with Chemistry

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From the earliest times the Science of Chemistry has exercised powerful attraction on the minds of men. It has been a veritable storehouse of wonder, surprise and mystery. The interest in it has increased with the passing of time, as the knowledge of chemistry increased. Much has been discovered that was once obscure, yet a great deal remains hidden for the coming generation to uncover.

Probably no other science lends itself so readily to the production of so-called magical effects as does chemistry. In searching through the ancient records of magic and alchemy, we find that the early magicians, as they have been termed, possessed a knowledge of powerful drugs and chemicals. Magic, in its modern conception, may be briefly defined as effects produced for the purpose of startling and amusing those who witness them, effects seemingly caused by supernatural means, or secret force beyond the apprehension of ordinary intelligence.

We would not suggest that you should do at any one time all the tricks that we describe, since they may not appeal to you, nor to your class, nor to the audience. Then too, you may not have access to some of the materials for certain tricks and some will be more familiar to you and thus easier to carry out than others. The thing to do is to select those which you think are the best and those that are best suited to your idea of an evening's entertainment for your audience.

How the tricks should be given will depend in part on the room and the equipment at your disposal. If you do not have gas, use those that you can perform with an alcohol lamp. So far as you can, perform them so that everyone in the audience can see the demonstrations. Have your demonstrations arranged so that there is very little delay and confusion with the program. It is always pleasing to make some interesting remarks about your tricks while you are performing them, and if these remarks happen to be humorous, so much the better for the success of the performance.

This paper suggests entertainment primarily for high schools and college freshmen. It would,

however, be suitable for laymen and also for advanced college students. In the main, it is intended to create an interest in science and a desire to learn more. Generally, students will want to perform some of the tricks themselves. This is one of the best ways that I know to create an interest for the student.

The following are some of the many tricks that might be performed:

(1) A CANDLE THAT LIGHTS ITSELF BY SPONTANEOUS COMBUSTION. This can be done by different methods, but one of the easiest ways is to dissolve some yellow phosphorus in carbon disulphide and shortly before you want it to light, place some of the phosphorous solution on the candle around the top of the wick. Soon the carbon disulphide will evaporate off and then the candle will start to burn.

(2) A FOUNTAIN. A dry flask filled with dry ammonia NH_3 . This flask is connected, by means of a glass tube, with a similar flask, which is nearly filled with water, containing some (about 2 cc.) Ph indicator. The end of the tube opening into the flask containing the NH_3 is drawn out to a rather fine jet. By blowing in the second tube, bent at right angles from the lower flask, a few drops of water are forced into the upper flask. Some of the NH_3 at once dissolves, thus diminishing the pressure inside the flask until practically all of the NH_3 is absorbed, thus producing a fountain.

(3) WINE AND WATER TRICK. Have a pitcher of water in one hand, and an empty glass in the other. Have someone step close to examine them. Now command this water to change into wine—pouring the solution slowly from the pitcher into the glass, filling the glass about two-thirds full. This solution becomes red in the glass, now command this glass of wine to return to its original color, by pouring the wine back into the pitcher, and you see that the wine is again water.

This is how it is done. Secure a transparent glass pitcher and an ordinary glass. Into the pitcher pour three glasses of water. Into the pitcher pour ten drops of phenolphthalein, and mix. To the ph. sol. in the pitcher add a spoonful of acetic acid. Into the glass place some Na_2CO_3 and add about 100cc of water and let it dissolve.

The explanation—The phenolphthalein turns the solution red in the presence of bases and colorless in the presence of acids. The solution in the pitcher was acid and in the glass the opposite was true, and by pouring it back into the pitcher the acid again clears up the solution and it appears as water.

(4) BLOWING LIQUID RED. Make a solution for sodium carbonate which is basic and having a little phenolphthalein solution of alcohol

in your mouth and by blowing this into the vessel with the sodium carbonate it becomes red.

(5) TRICK WITH MOTH BALLS. The moth balls are placed in a glass containing a very dilute solution of acetic acid and a strong solution of Na_2CO_3 . They will first sink and then rise due to the buoyancy of CO_2 . When the CO_2 escapes they will again sink.

(6) OBEDIENT EGGS. You have standing upon the table two tall bottles or cylinders, one of which is filled with ordinary clear water. Place in this glass an egg that is marked *sink*. The second bottle is half filled with a saturated solution of salt. Into the remaining half of the glass pour plain water, but be sure to pour it down the side of the glass. This will cause the water to float on the brine as it is lighter, and in appearance the two liquids are the same and will pass as water. Into the brine water you place the egg marked *suspend*. The egg in the brine water will suspend itself half way down, while the other egg will sink to the bottom. In a third tall bottle filled with dilute hydrochloric acid put an egg which will sink. In a short time however it will rise to the surface, turn over and over and rotate slowly, only to sink again. It will repeat these movements several times. It rises because of the excess of CO_2 produced at the bottom from the dissolving of the shell with acid. After the egg rises this excess of CO_2 which caused the buoyancy of the egg, escapes. When the excess of the CO_2 escapes sufficiently, the egg again sinks.

These are just a few of the many tricks that could be given. Each demonstrator must decide which is best for a particular program.—*The Kansas Teacher*.

The Case Against the Adoption of the Unicameral Legislature

(Continued from page 113)

specifically call for a single one of these reforms.

Now take the stand of both the affirmative and the negative. The affirmative want the unicameral system plus the reforms mentioned. The negative want the existing system plus the reforms mentioned. It is up to this audience to decide whether or not we should take a new and untried system with a minimum of checks upon its attacks upon the rights of the people and try to add reforms to it or whether we should not attempt to place these reforms into the present tried system of legislation, which has effective checks and bal-

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ances upon the infringement upon the rights of the people.

If They Answer No: The affirmative admit that we need much more than just the unicameral legislature. They admit that there are many reforms that are needed in addition to their proposal. In fact the mere adoption of their proposal without these needed reforms would not solve their problem.

This is the same as admitting that it is not the unicameral system that we need but that it is the reforms that are needed. We of the negative propose that we shall have these needed reforms but that there is no need of adopting the white elephant of unicameralism when we can get the needed reforms without its adoption.

STRUCTURAL OUTLINES FOR SPEECHES

In the use of the structural outlines for negative speeches no attempt has been made to give an all-inclusive brief meeting all of the arguments of the affirmative side of the case. The structural outline is rather merely a grouping of the points that the negative must establish in order to prove their case. The debater may rearrange these to suit his own individual speech, but most of these points should be included in the finished debate speech to make the negative case complete.

OUTLINE OF THE FIRST NEGATIVE SPEECH

I. Introduction.

- A. Make an attack upon all of the mistakes of the first affirmative speaker in his interpretation of the question or in his definition of terms.
- B. State the issues of the debate as the negative will use them in this debate.

1. The evils that exist under the bicameral system do not create a real need for the adoption of the unicameral plan.
2. The evils that do exist under the bicameral system can be remedied without the adoption of the unicameral system.
3. The adoption of the unicameral system would not insure improvement or correction of most of the evils that exist today.
4. The bicameral system should be retained because it offers many advantages over the unicameral plan.

II. The evils that do exist do not constitute a real reason to change to the unicameral system.

- A. These evils can be corrected under the bicameral system without risking the evils that would develop under the unicameral plan.

- B. Technically incorrect bills can happen under either system.

- C. There is no guarantee that the unicameral system will give any greater benefits.

OUTLINE OF THE SECOND NEGATIVE SPEECH

1. The remedy that is needed for the conditions in our legislatures will not be found in the unicameral plan.

- A. The adoption of unicameralism would not improve the technical quality of our legislature.

- B. The unicameral system will not give any greater amount of deliberation on measures.

- II. The bicameral system should be retained because it has distinct advantages.

- A. The bicameral system gives representation to more people.

- B. The bicameral system gives double consideration to all measures.

STRATEGY THAT WILL WIN DEBATES

The time of your opponent may be wasted by (1) asking needless explanations of the terms of the question; (2) making the affirmative defend a minor point; (3) demanding a detailed plan of the affirmative.

DEMANDING A DETAILED PLAN

The negative has a right to demand a detailed plan of the affirmative for each state. This, however, would be impractical so if the negative wishes to demand a detailed plan they should ask for one for some specific state. If the affirmative debaters for any reason, fail to give this plan, the negative can accuse them of being afraid to present their plan. Sufficiently pressed, the affirmative will either have to present their plan or lose the debate.

At a recent International Labor Office Conference, Harold Butler, its director, pled for a shorter working week because of the need for greater leisure and more sport. He urged that the nervous strain caused by machines on the human organism made this necessary. The nervous organism has been built up over tens of thousands of years to meet conditions in which no human being could move faster than a horse. Now all this is changed. "England became the first sporting country," Dr. Butler suggested, "not because the English had a peculiar gift for ball games, but because they were the first to be called on to resist the impact of urban industrialism. Sport is a substitute for physical exercise which manual labor used to provide, or which the eighteenth century merchant or lawyer obtained by riding about his business on horseback."—*New York Times*, June 15, 1937.

The Value of the Free Period

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IN THOSE schools in which an activity program is being utilized, the free period is an important part of the day's work. It is a time when the child chooses his own enterprise. While he can do this, when his assigned piece of work is finished, he is limited in that he must choose quiet work. The other children are then studying, and he cannot turn to the teacher for help, since she is in charge of work with a small group. If this period were not given, the child who is slow in his academic work would have little or no opportunity for the type of work carried on in a *free period*.

The value in the free period lies also in the opportunity given to each child to develop his particular talents, to work along his line of interest, to use his initiative, to develop good habits of independent work, to develop the ability to use leisure time well, to do creative work, and to work well with others as leader or to cooperate on class or small group projects. It is especially valuable to some children who can do fine work here, but whose slow progress in academic work tends to make them feel inferior. The period gives an excellent opportunity for the child's individuality to be developed, which ought to make him of greater worth to society.

One advantage of this period is that it allows the teacher to be in the background—more than in any other period. Her function is to study her children and then to give needed help. Here she studies her pupils to discover their interests, their methods of work, their responses to a social situation. Her observance of their interests leads her to provide a richer environment along these lines. If, however, a child spends his free time every day in one line of work, she tries to interest him in others so that he will not become narrow in his interests. On the other hand, the major part of the free time should be given to his special field, otherwise individual talents will not be fostered. To take a child from one favorite activity to another less enjoyed requires tact. He may be a "book-worm," who the teacher knows should work with his hands. When he is reading a book about the Indians, she may suggest that he make some Indian tools, a bow and arrow, or design for a blanket.

She observes that a few children lack in perseverance. They go from one task to another

without finishing. They easily become discouraged when difficulties present themselves. It might be well to require such individuals to choose their work at the first of the period with the understanding that this must be finished and must meet with the teacher's approval before other work is chosen. The teacher, however, must not be arbitrary. It is occasionally quite all right to leave a piece of work unfinished because it is found too difficult or uninteresting.

Some children are wasteful of materials. They will have to know that the supplies are limited and to suffer the consequences when they are careless. They must learn the value of thrift.

The teacher notices that some pupils are satisfied with slovenly work. She knows that a child's standard of workmanship is rightfully different from hers, but she should gradually raise that standard. She will help the pupil to determine whether the article made meets its objective. Are the sashes on the pillow small enough to keep in the stuffing? Are the wagon wheels put on strongly enough to support heavy articles? Or she may make the careless worker dissatisfied by showing him a piece of the same kind of work done much better by someone else. However, she should judge the child's work, not entirely by tangible results but also by the effort he has put into it. And she must be careful not to develop a feeling of jealousy when she shows another's work.

The children's responses to the social situation, which a free period affords, is of much importance. Is the child glad to help others? Is he depending too much on others for help in initiating and carrying through work? Does he take suggestions in a friendly manner and at the same time use his own judgment as to their value? Can he be leader of a group without being domineering? If a leader, can he organize the group's activity so that those under him will have their responsibilities and at the same time will he do his share? Is he good natured when things go wrong? Has he a sense of fairness?

The social training offered during these years should fit for social situations which will come in adult life. Many of the activities, especially with the younger children, are individual in character but even here they are using the same materials and "rubbing elbows." In this social sit-

uation the class is developing patterns of social behavior which tend to persist throughout life.

The teacher must be alert to provide the right environment for work. To enrich and to carry on work which has been started, she should get the children to feel their needs and bring in material from home. For this purpose she too must make her contributions. Sometimes she makes an article and puts it on display with the materials out of which it is constructed nearby. The child's problem then becomes, "How was this made?" Originality is encouraged if two or more articles are shown explaining the same idea in a different way.

The teacher during this period is ever ready to give help but only when it is needed; otherwise she encourages dependence. Often questions asked her by the child can be answered if she appeals to his judgment, e. g., "Which do you think is better?" "Do you think it will work?" "Which way do you think this should go?" "Is it good?" etc. In this way he is being taught to think.

Her help may be needed in starting some children to work. The children who are not accustomed to this period often lack initiative. Before the pupils begin their work, the teacher may ask each child to state what he is going to do. In this way children get suggestions from each other. She will then tell those to wait who have no definite ideas, while the others go to their work so she can suggest to them some activities that need to be done.

The problem of *noise* often arises during this period, but one should expect the same amount that is expected in a busy workshop. Occasionally a quarrel arises, and the teacher may be obliged to interfere. With the younger children it usually seems best for her to handle the situation without calling the attention of the others to the trouble; but sometimes, even though it means stopping interesting work, it is well to call a group meeting and decide on the merits of a case.

Since habits of orderliness are helpful in social living, the child should receive this training. There should be sufficient time given at close of period for him to put his center in order and put away his work in his locker or desk.

During the free period, formal subject matter is in competition with fine and industrial arts. One would naturally expect the younger children to do more of the later, although there will be much overlapping of interests between grades.

Some children like to work alone or with one or two companions. Some children are often academically minded. They may choose to write plays, stories, poetry, to solve difficult arithmetic problems, to browse among books, to manip-

ulate arithmetic puzzles, to put together geography picture puzzles, or to play some quiet history or geography games.

There are also children who prefer working in fairly large groups, which the intermediate and upper grade children like to think of as "clubs": a nature club, which could carry on experiments, a dramatic club, which could occasionally entertain the whole class with its production; a garden club, to beautify the school yard; or a group responsible for putting out a school newspaper.

The particular subject under consideration in the social or natural sciences ought to be reflected in the free period. To read more books voluntarily, to continue collecting illustrations, drawing pictures, writing stories or poems about China, when that country is being studied, gratify the social science teacher.

Evaluation period. Evaluation period should follow the work period. It may come immediately after the free period or at the end of the school day. If at the latter time, the children may report on all the work of this type that they have accomplished during the day. Sometimes one child can report for a small group of children who have worked together.

The value of this period lies in the opportunity for raising standards of work, for English, for gaining additional knowledge relative to the subject which the child has tried to express, and, most of all, for social development. One might think of this as an English period. It is usually easy to motivate oral composition when one can talk about one's work. It gives a clue to the child's interest, a point of departure for discussion.

A child shows an airplane he has made. Through skillful questions children are led to contribute the information they already have; perhaps to search for more knowledge on the subject. If they are sufficiently interested, the teacher may add to their information by pictures and comments. Time available and the age of the children limit the discussion. Suggestions on the subject of airplanes are: their use, kinds of planes, what materials they are made of, hangars, rides children have taken or planes they have seen, their movements, speed, Lindbergh. The child who shows his plane should have the first chance to talk and answer questions, but the rest of the group should add to the discussion.

By this method knowledge on a variety of subjects and growth in many ways are gained. The youngest children, the timid ones, those from foreign homes where English is not spoken have little to offer, but they are given an opportunity to express themselves orally before a group. In this

way they gain confidence and their means of expression gradually become less limited.

The evaluation period takes its name from the fact that work is evaluated here. Standards of workmanship are raised through questions and through a comparison of children's work, although the considerate teacher will be certain that something worthy of praise is found in any piece of work that means real pupil effort. As such work is shown to the group she may say, "What do you like about this?" Later she asks, "Are there any suggestions for improvement?" She should not encourage children to be too literal minded. Because the little ones enjoy painting in vivid colors, they may draw purple cows and red cats. If these are criticized, the teacher may wisely rationalize by bringing out the fact that wooden toys are often painted in such colors although the criticism given is a good one. Pictures showing a sky which does not meet the horizon are acceptable from the younger ones, who are not yet in the representative stage of drawing.

The social training during this period ought to help fit the child for living. There is a chance here for unkind criticisms and ridicule, jealousy and selfishness, but this period must be turned into one in which children learn to see the good in everything, to make constructive criticisms, to give and take suggestions, to give credit to those who have helped them and to be glad for another's success. This is especially hard when there is close competition. Instead of telling the children to choose the best piece of work to go into a class book, in a school exhibit, etc., it might be more kindly to tell them to choose *one* of the best, or to construct a second book.

The work period with its supplement, the evaluation conference, ought to make the school a much happier place and develop the child's confidence in himself. A boy who attended an old-type school in which no child-like activity took place saw some interesting pieces of work made by a neighbor boy who was privileged to go to a different type of institution. Later he wistfully said to his mother, "Why don't you send me to that school where they *do* things?"

The entire object of true education is to make people not merely want to do the right thing, but to enjoy doing the right thing; not merely industrious, but to love industry; not merely learned, but to love knowledge; not merely pure, but to love purity; not merely just, but to hunger and thirst for justice.—*John Ruskin.*

Life is not so short but there's always time for courtesy.—*Emerson.*

Streamline Your Publications

LAURENCE R. CAMPBELL

Medill School of Journalism, Northwestern University, Evanston, Illinois

Student journalists know a good thing when they see it. Once they discover a success formula which brings their publication wanted recognition, they are inclined to use it over and over again. As a consequence after a few years they find themselves producing dull, stereotyped newspapers, yearbooks, magazines, and handbooks.

Consider the newspaper, for example. A new headline schedule, especially if new type faces are available, will revolutionize each page's appearance. Introduction of the ragged, modern, or flush-left head plus experimentation in makeup will make it more readable. Use of the photolith process may be considered in schools that wish to use as many candid camera shots as possible.

The content of the newspaper may need overhauling. Many schools are doing away with the old-type editorial or feature page, which no one reads, substituting a magazine page without an editorial column but with interpretative articles, interviews, and attempts at creative writing. Many alleged "humor" columns would not be missed if they were discontinued.

Until recently there was only one way to make a yearbook. Year after year editors felt it necessary to present the material in exactly the same way that their predecessors had used. There were slight variations within the rigid plan of organizations, but few staffs dared to pioneer with the "narrative" type of annual or other new types. Why not be truly different this year?

Many school magazines seem to survive despite the fact that they are little more than a hodge-podge of literary attempts, stale news, exchanges, and advertisements. The better newspapers have seized their opportunity to print the creative and interpretative articles of students, but in some schools magazine editors may still make radical changes in the content of their publication. And while they are doing that they should modernize the typography and makeup.

The handbook, not an adequate substitute for the guidance which freshmen and new students should have, often appears in the same form year after year. Periodically, in fact, yearly, the little manual should be thoroughly revised. If students are allowed to have a hand in the project, they may help to eliminate material that is merely so much dead wood.

Better schools need not stop here, for they should develop a publicity and promotion committee to supply all types of advertising for student plays, games, and other activities. News bureaus likewise should be organized to supply local newspapers with school news every day. Perhaps arrangements can be made for superior students to get experience on the local newspaper. In many communities student staffs edit an issue.

Student broadcasts give the school an opportunity to introduce its glee clubs, orchestras, bands, debating teams, verse speaking choirs, and other groups to the parents over the air. Small-town theatres are beginning to realize that it is possible to have a local news reel in which school activities may be pictured every week, thus giving amateur movie camera addicts a chance to cooperate. Photograph contests every week in the high school could do much to acquaint students with each other. Speakers' bureaus can introduce faculty and students to many community organizations. In the high school mimeographed newspapers for each class or bulletin board bulletins on spot news offer new opportunities for journalistic training.

It is never too late in the year to consider improvements in journalistic activities. Sometimes students suddenly discover that they have editors who never edit, managers who never manage, reporters who never report. A change in the type of organization may bring about greater efficiency. So also is there an opportunity for new activities in the meetings of the editorial board, press club, and Quill and Scroll Society. Greater participation in many of the worthwhile contests is always possible.

There is always something to be done on student publications. High school journalists cannot afford to free-wheel, for sooner or later their publications will show the results. There is no better time than the present in which to streamline your publications.

"When a child is robbed of his faith in the future, the result is that he withdraws from reality and builds up a compensatory striving on the useless side of life. An educator's most important task—one might almost say his holy duty—is to see to it that no child is discouraged at school, and that a child who enters school already discouraged regains his confidence in himself through his school and his teacher. No education is possible except with children who look hopefully and joyfully upon the future."—Alfred Adler.

Courage is grace under pressure.—Ernest Hemingway.

November, 1937

After Dinner Gleanings

• A new book by JOHN J. ETHELL. It contains a wealth of clever anecdotes and stories that are really funny. Among its several hundred short talks of a serious nature will be found those suitable for almost any occasion upon which men and women are called to speak. More than that, it has a unique plan or organization by which appropriate stories or quotations may be brought into a talk or toast. In fact, it provides a clever speech—ready-made, yet original—for any person, any time, any place. The price is \$1.25 postpaid.

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News, Notes, and Comments

AMERICAN EDUCATION WEEK—1937

GENERAL THEME—EDUCATION AND OUR NATIONAL LIFE

Sunday, November 7—Can We Educate for Peace?

Monday, November 8—Buying Educational Service.

Tuesday, November 9—The Horace Mann Centennial.

Wednesday, November 10—Our American Youth Problem.

Thursday, November 11—Schools and the Constitution.

Friday, November 12—School Open House Day.

Saturday, November 13—Lifelong Learning.

The American Physical Education Association will hold its 1939 National convention in San Francisco during the Golden Gate International Exposition. The convention will be held in April. Mrs. Florence H. Stephenson of the California State College is in charge of arrangements.

Several hundred back numbers of *School Activities* may be had at twenty copies—no two alike—for \$2.00.

The California State Department of Education disapproves the introduction of American football into the junior high school program.

The Antlers, high school newspaper of Antlers, Oklahoma, is an excellent example of what can be done along the line of a mimeographed school publication. It has everything.

Principal James A. Eastwood, Strong City, Kansas, writes that his school entered a stunt contest at their county fair with THE OVERALL BOYS, taken from the September, 1934, number of *School Activities* and won the ten-dollar first prize. Mr. Eastwood graciously added that "The premium of ten dollars will cover the subscription price to *School Activities* for several years."

Student councils and other forms of self government organizations of secondary schools may affiliate with the National Association of Student

Officers by paying an annual membership fee of \$1.50 and sending a copy of their constitution to the NASO headquarters. A number of important services are rendered by this organization. For complete information, address the Executive Secretary, National Association of Student Officers, 5835 Kimbark Avenue, Chicago, Illinois.

LISTENERS, PRODUCERS, EDUCATORS CONSIDER EDUCATIONAL BROADCASTING

The second National Conference on Educational Broadcasting, to be held at the Drake Hotel in Chicago November 29, 30, and December 1, will hear spokesmen for the radio audience, the radio industry, and education express their viewpoints on the problems and progress of educational broadcasting, according to an announcement by C. S. Marsh, Executive Secretary. Representatives of the Federal Radio Education Committee, the Federal Communications Commission, and the Office of Education Radio Project will report on government activity.

FOOTBALLS AND POWDER PUFFS

A Christmas play, by Anna Manley Galt. 4 men, 5 women. Plays about 30 minutes. Particularly suited to Girl Reserve and Hi-Y production. It is the story of a Christmas box. The boys and girls vote not to send a box this year. Later all are ashamed and each one sends a box of his own, so ends well. Price, 15 cents. (No royalty.) Published by *School Activities*.

DO YOU KNOW THESE FACTS?

The United States Office of Education announces these facts concerning American education:

There are still 138,542 one-room schools in our country.

2,794,000 pupils are transported to school in 77,000 vehicles at an average cost of \$20 per pupil per year.

There are nearly 4,000,000 illiterates in the United States.

More than 100,000 persons are studying to be nurses.

From 1932 to 1934 kindergarten enrollments dropped 16 per cent; elementary enrollments

dropped 1 per cent, partly the result of a falling birth rate.

America's school property is valued at \$12,050,000,000, including \$2,150,000,000 held as endowment and other trust funds. This is an investment of only \$400 per pupil.

About 3,000,000 persons are enrolled in emergency classes, evening schools, and special schools of various kinds in the United States.

1,250,000 persons are enrolled in vocational schools or classes.

Nearly 40 per cent of the rural Negro schools still use benches with no desks.

1,000,000 Negro children of school age are not in school.

There are 127,000 school districts in the United States.

In ninety large city school systems, the average cost per pupil for operation of the school plant each year is \$9.56.—*N. E. A. Journal*.

"Not to defeat each other, but to pace one another on the road to excellence" is the fitting slogan that appears under the title of the Wisconsin High School Forensic Association News Letter.

Little Joey Goes to Town is the name of a 24-page handbook published by the modes and manners classes of Gilroy High School, Gilroy, California. In a fascinating and unique way it sets forth rules of conduct for students in and out of school.

SAN FRANCISCO WORLD'S FAIR: A HISTORY OF THE FUTURE

In many spectacular exhibits of San Francisco's 1939 Golden Gate International Exposition, history will be told in the future tense. Lights that can't be seen, gardens that grow without soil, microbes harnessed to do the work of man, stratosphere planes, rocket ships, practical television—these are some of the weird but real exhibits being planned for America's World's Fair of the Pacific.

Further evidence of the unfortunate tendency of school football to become entangled in politics is revealed in the following item clipped from the Corsicana *Sun*: "An Oklahoma athletic commission has been appointed by Governor Marland to direct an annual high-school football championship in that State . . . The play-off system is to be modelled after that of The University of Texas Interscholastic League with A and B divisions."—*Interscholastic Leaguer*.

There are now 1800 one-room school buildings remaining in Ohio. In 1900 there were 11,600.—*Ohio Schools*.

THREE MONTH SCHEDULE FOR SAFETY SHOW

The Grand Rapids Police Department and Safety Council cooperate with the schools of that city in a program of safety teaching. For three months during the past school year the marionette play *Foolishly Smart*, by Mrs. Walter O. Rebentisch, was presented to children in the public and parochial schools of Grand Rapids.



This play was presented under the direction of Sergeant E. C. Brackett of the police department. The stage and marionettes were created by William R. Hodgins of the department of public recreation.

The characters are "Just Kids," characters of the comic strip by Ad Carter. The play is brief but shows that although it is commendable for children to be careful about their health, to brush their teeth twice a day, eat vegetables, take cod liver oil, get A's in all their studies, it is even more important that they learn and follow the safety rules.

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Catalog on Request

Coshocton, Ohio, September 27.—Instead of bothering with the tedious advertisement soliciting and typography of a printed newspaper, the Coshocton High School "Tom Tom" this year has originated a revolutionary form of school publication, a semi weekly broadcast. Speaking over a public address system connected with each of the school's 25 rooms, the newspaper staff presents regular news and features efficiently and inexpensively in a ten minute period known as the "Tom Tom of the Air."

The entire staff helps open the program with their theme song, outstanding news of the day coming next. Follows then the historian who presents a biographical sketch of a member of the faculty. Adding a touch of the feminine appeal, the society editor speaks on anything from the latest gossip to "advice to the lovelorn." Students literally eat it up.

Topping this column of the air is the sports editor with his streamlined football or baseball



Members of the second broadcast's staff. In front row are Ann Crowthers, Bob Biel, and Betty Rusk. In back are Betty Redman, Margaret Yingling, Robert Kempf, and Mr. Rose.

news with the usual coming events briefs. Lastly comes the activity notices and perhaps an editorial by Principal Manlon A. Fovenmire. The theme song also closes the program.

This unique and popular type of publication was devised by Principal Povenmire who, seeing the difficulties and financial worries caused by a printed newspaper, decided to use their newly installed loud speaker system. As a home made set, it is also remarkable because of the ability to select one room, a group of rooms, or the entire school to listen to the messages broadcast.

As explained by Harrison O. Rose, youthful English teacher heading the publications committee, the broadcasted form of the paper will give

many more students the school news and without their having to pay a subscription price. With an enrollment of 700 this year, over 150 have asked to participate in the news presentation. "Considering our time and the scheduled 80 broadcast periods for this coming year, each student requesting work will be given at least two chances, those making good to get a more permanent berth on the staff," said Mr. Rose.

There are many persons highly specialized in their training who are little more than machines, functioning so many hours a day for a price. For them, quite often, there is nothing more in life than the work they do. They are not good at conversation. They make dull companions, even when they are allowed to bore their company with the intricacies of their special problems. Because theirs is a one-sided conversation. They know so much about their subject, no one else can talk intelligently to them about it. And they know so little about anything else, they cannot talk at all.—*The Toledo Times*.

"The highest service we can perform for others, is to help them help themselves."—*Horace Mann*.

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How We Do It

C. E. ERICKSON, *Department Editor*

AN ACTIVITY PROGRAM

The program of extra-curricular activities in your school should be well under way for the year. But the effectiveness of these activities, the extent to which present experiences are used to develop future activities, and the coordination of the school's efforts will be determined during the next few months.

It is very important, therefore, that every person concerned with the activity program give serious consideration to a process of "stock taking." The following questions might very well be raised at this middle of the first-semester analysis.

1. Is the majority of the faculty active in carrying on these activities? Or, on the other hand, is the extra-curricular program largely supported by a few of the faculty members? Is it safe to say that the permanence and effectiveness of the activity program is closely related to the extent of faculty participation?

2. Has the activities program been successfully interpreted to the school and the community? Have the school assemblies, newspaper, advisory meetings, homeroom periods, handbook, school council, P. T. A. meetings and public relations programs been effectively employed to "educate" students and parents?

3. Are the activities largely social in nature, or do they deal with many other important phases of child development?

4. Has the school council become the important, centralizing, aggressive force in promoting and caring for the program? In many schools, the council determines the success or failure of the entire program.

5. Is the program of extra-curricular activities sufficiently flexible so that the welfare of the individual is protected, or do students find it difficult to express their interests, change activities, or gain experience in self-development?

6. Has the school accepted the responsibility of training the student leaders for their positions and developing among students a concept and a habit of democratic yet effective participation by all?

7. Has the program of activities been related to the entire pattern of service which the school

proposes to render to the community? Is it growth in this area spasmodic and quite uncorrelated to the broad purposes of the entire school?

8. Are the sponsors and the administrators over-paternalistic? Do students feel a vital sense of partial ownership or are those activities also "teacher-owned?"

Study your school program in terms of these and other questions. The time to make an inventory is right now.

Is someone in your school doing an unusually fine piece of work? Won't you drop us a line stating the name of the person and the nature of the project in order that we might print a description of that idea as a helpful suggestion to others?

Tennis, a Cooperative Effort of School and Town

TOM D. KORTE

Belton High School, Belton, Missouri

Tennis with its ever-growing popular appeal to the youth of our nation is finally coming to be regarded as a major sport in many of our larger high schools. However, in the smaller schools tennis still runs a very poor third to basketball and track. In some small high schools it is never regarded as a school activity, and no provision is made for it, thus robbing the students of the chance to learn and participate in one of the few spots that will carry over and give them enjoyment and recreation in their after-school days.

The big problem is, of course, a financial one. It is impossible to start a new activity without some expense involved. The situation in Belton was similar to that of many other schools. We had the site of two tennis courts and very little else. The original courts had been of clay construction with a rock dust finish. To be put back in a serviceable condition they had to be drained, leveled, and then smoothed. The back stops had to be replaced and nets and tapes purchased. These things all cost money. Where was it coming from?

The first idea was to give some kind of entertainment and raise the money, but too many entertainments had already been given and another

one was not looked upon with favor. It was suggested that we ask for donations from the citizens of the town, but to ask for money to start an activity is a wonderful way of making that activity unpopular from the very beginning. The next idea, and a very good one, was to form a tennis club in the high school, charging a fee for membership. We soon discovered that in order to get our courts in first-class condition the fee would have to be so large that many of our students would be unable to join. Knowing that there were many people in Belton who had played tennis and, no doubt, would be glad to play again if courts were provided, we decided to form a tennis club composed of high school students and townspeople. Various objections were raised to this plan. Some thought that the people of the town would have the courts at all times and the students would be worse off than before. We met this objection by drawing up a charter and a set of rules and regulations, which stated specifically how and by whom the courts would be used. When a person joined the club he automatically subscribed to this set of rules and regulations. A board of control was appointed to take care of all differences of opinion concerning the use of the courts. I am happy to say that this board did not have to exercise its power at any time.

The people of the town responded even over our expectations, and we soon had as many non-school members as we had from the student body. With such a large membership we were able to charge a very small fee.

We purchased our equipment and worked our courts into shape. The Vocational Agriculture Department of the school furnished most of the labor, and the merchants of the town made us the very best prices on all goods ordered through them.

The county high school athletic association picked Belton for the place to have the county tennis tournament. We were then faced with the added expense of trophies and balls. The Belton Commercial Club heard of our problem and made us a proposition. They offered to furnish the trophies and balls if we would make the tournament free of charge to all spectators. We were very glad to take their offer.

Members of the tennis club helped in the tournament in various capacities, some as officials, others as linemen and checkers. The Belton Tennis Team showed their appreciation of the Commercial Club's help by winning three of the trophies offered.

We think that it is possible for the town and school to work together on many things if the project is carried out in a business-like way.

Mental Hygiene and a Student Personnel Service

WALTER W. WEBB

Director, Student Personnel Service,
Alliance High School, Alliance, Ohio

This is the third year of the Student Personnel Service and classes in mental hygiene at the Alliance High School. For some time the need had been felt for closer contacts and guidance between the seniors and the world into which they were about to be thrust. Most student advisory plans center about vocational work and leave the very personal problems of the student to chance. Here we have tried to combine the two by adding a course in mental hygiene. Graduating seniors normally take a more serious attitude on this job of living than do most students, and they are beginning to realize that the art of living is vital.

The students are introduced to this course with an emphasis on the individual and his own problems. The text, "Keeping a Sound Mind," by John B. Morgan of Northwestern University is used. As the students learn to know more of their special problems and the importance of meeting them squarely, the instructor gains their confidence as a group. Using a discussion and semi-lecture method of instruction, the students bring in their individual problems and experiences. These are threshed out in the light of the textbook information on sound mental health. For twelve weeks this method is followed and then, during the last six weeks of the semester, each

PLAYS



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student is privately interviewed at the Student Personnel Service, whose director is also the instructor in mental hygiene. The instructor has been able to get fairly well acquainted with the students in the first twelve weeks of class work, and has made notations from time to time when something would lead him to believe there is a special difficulty on the part of an individual student.

The pupils in the class make the following reports which act as guides to the personal problems of each student: (1) a personal survey or self-analysis; (2) a list of fears and superstitions; (3) the student's ideas concerning his adjustment in his home, with members of the opposite sex, and other specific emotional maladjustment; (4) a list of his handicaps; (5) the type of worker he thinks himself to be; (6) his desired vocation and a survey of the requirements and demands of that and other possible vocations. The students are aware that these reports are held in the strictest confidence. With the above information to aid him, the director of the personnel service is well equipped to talk things over with the student and to advise him more effectively. Of course, many students solve their own problems without such guidance and then the interview serves as a synchronizing factor. But there are those who need many follow-up interviews. Sometimes a few are found who really need expert psychiatric and medical attention, and it is then up to the director to see that they make contact with the proper authorities in these fields.

The director also acts as advisor to any of the other sixteen hundred high school students who care to come or who are sent in by their teachers. No discipline is applied in this office and such cases are only referred to the Student Personnel Service when the teacher or principal feels that a detailed psychological analysis and approach would help with the problem. As long as the director can be a friend to the student the *rapport* between them is maintained on a high level. Without this confidence he interviews would be of little value.

This work, started in the depths of the depression, has been highly successful. In many cases, the students have elected to return after graduation for additional conferences. The text used in the mental hygiene classes is practical, and the instructor stresses the daily application of the rules of mental health. Over one hundred graduating seniors take this course each semester. This work has the support of the National Committee for Mental Hygiene.

Honor Sales

ROY HELMS

Amelia High School, Amelia, Va.

The Amelia High School has an honor system to care for the selling of school supplies. Notebook fillers and pencils are sold in the school office for the convenience of the pupils, to keep them off the dangerous streets, and to prevent interruption of the school routine. The notebook fillers and pencils are placed in a convenient place for the pupils, and they are allowed to go in and get them at any time. No one does the selling, for each pupil waits on himself. The money is put on a desk, or, if the pupil needs some change, the amount is picked up from the desk.

Sometimes pupils forget to bring their money for the supplies. No questions are asked about honesty, and no credit books are kept; but each pupil is taken at his word that he will bring the money the next day, and so the pupil gets his pencil and paper and proceeds for his work. Only one person has ever been found dishonest in these transactions. This happened to be one who was confirmed in this practice and was sent away from the school. This service not only offers a convenience to the pupils, which they greatly

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appreciate, but it gives them actual practice in good citizenship.

Social Dancing in the Junior High School

J. H. BENEFIEL

Principal, Roosevelt Junior High School
Coffeyville, Kansas

Near the beginning of the school year 1934-35, Mr. W. H. Mifflin, director of physical education in the city schools of Coffeyville, suggested that he would like to include training in social dancing as a part of the physical education program in the junior high school.

A carefully thought-out plan was submitted to, and approved by, the superintendent and board of education. The plan was put into operation by sending a copy of the following letter to the parents of 9A pupils:

Dear Friend:

For some time there has been a growing feeling among many educators that the best way to counteract the evils associated with social dancing is to give young people an opportunity to learn to dance under properly supervised conditions.

Apparently we are facing a period of added leisure for most individuals, and the schools have definitely adopted as a part of their responsibility the training for the proper use of leisure time.

These conditions have led to the introduction of social dancing as a part of the curriculum in a number of schools.

The Physical Education Department in our junior high school is willing to conduct lessons in this type of activity if it meets with the approval of the parents.

We wish it distinctly understood that we do not intend to carry on this program without the hearty approval of a distinct majority of the parents. We realize that it is experimental and we certainly have no desire to force anything on the community that is not wanted.

We wish to make perfectly clear the conditions under which the classes will be conducted. (1) The two physical education instructors will be in charge of the classes. (2) Only 9A pupils will be allowed to participate. (3) Classes will meet after school from 3:30 to 4:30. They will be given twice a week over an indefinite period of a few weeks. No pupil will be permitted to take part without written consent from his parents.

We will appreciate your reaction, favorable or unfavorable. Will you please sign below if you wish your child to participate?

(Signed) J. H. Benefiel, Principal.

Dear Mr. Benefiel:

I hereby give my consent for.....
.....to take part in the supervised dancing classes after school.

Signed.....

Parent

There were two hundred and thirty-five pupils in the class. About one hundred and seventy-five written consents were returned.

The series of lessons extended over a period of eight weeks. Aside from the training in dancing, definite instruction was given concerning manners and general behavior, and every effort was made to develop wholesome attitudes.

The main object of the course was to educate; not to assume the responsibility for the recreation

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I can stimulate your thinking on world affairs and education's part in improving them.

I can save you hours of time, for I can look into schools, classrooms and the minds of educational thinkers and report to you—not pedantically but interestingly—much that is vital to your own success.

I can furnish thousands of good references from satisfied employers.

And my salary? It's merely nominal. I blush to suggest it: for it is only \$2.25 for a whole school year.

I am The Journal of Education. Please address me at 6 Park Street, Boston.

of the student body. However, pupils were given opportunity to put into practice their training by permitting them to have a dance in connection with their annual class banquet. This event was scheduled for a Friday evening near the close of the school year. The banquet was served at 6:30, and dancing terminated at 10:30. Parents were urged to come at 8:30 as spectators. The gymnasium balcony was well filled with interested parents who, by their general attitude at least, seemed to heartily approve the idea.

A study at the close of the school year seemed to indicate that the venture had been successful enough to justify its continuance. Similar letters sent out during the next school year brought a higher per cent of consents than those sent out last year. The classes are now in session and plans are being made for the banquet and dance similar to the event of last year.

This activity was frankly started as an experiment. It is a sincere effort to try to develop an attitude on the part of young people that dancing can be a clean, wholesome type of recreation. Time will determine the success or failure of the effort.

Athletic Education Through Assemblies

WILBUR DALZELL

Director of Athletics, Senior High School
Dubuque, Iowa

On the day previous to the first home basketball game last fall an assembly for the student body was held in the gymnasium. Twenty boys and four coaches were used in the explanations and demonstrations. A loud-speaking system had been arranged for audio purposes. After an introduction of the players and coaches, fundamentals were demonstrated. These demonstrations consisted of shooting drills, passing drills, and guarding drills used by the teams in their daily workouts. Four teams of five students put on a dribbling and shooting relay which added to the program. A fast break and a man-to-man defense were explained and demonstrated by the varsity coach and his players. This was followed by a few set plays against both a man-to-man and zone defense.

Varsity players demonstrated common fouls such as blocking, holding, charging, and pushing, while two officials were used to call these fouls and explain the penalties and the new rules. An ex-varsity basketball coach discussed sportsmanship and protested against the habits of boozing and other such practices.

A demonstration game of two three minute halves finished the assembly. The varsity coach

explained the fouls and violations that were called. The ball was in the air as the gun sounded for the half and luckily went into the basket for two points to demonstrate that particular incident in a game.

The above was the third demonstration planned by the athletic officials to educate the student body in sports. In September 1935, a football assembly was presented to the student body, who were seated on the athletic field bleachers. In April 1936, a similar demonstration in track was planned but postponed on account of bad weather.

These assemblies are educational in that they acquaint the student body in the finer points of high school athletics; they are entertaining in that they do show realistic athletic endeavor. In addition they also acquaint the student body with the boys trying to make the teams.

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Have You Read These?

BY THE EDITOR

You're a teacher or administrator. Can you smoke, drink, chase some friend with a knife, accept one position and angle for another, conceal your marriage, strike your mother-in-law, and engage in other extra-curricular activities and retain your position? Further, do you know your rights in case you are charged with "unbecoming conduct?" If you do, OK; but if you don't, be sure to read William J. Walker's "Legal Meaning of Conduct Unbecoming a Teacher" in the September and October numbers of *The Clearing House*. Might come in handy some day.

"You make a hell of a to-do about a national presidential election, but you don't even bother to register to vote in your local elections. . . . You talk about the things the President's done or or is going to do when you should be worrying about what your own councilman's doing . . . Some of you self-professed good citizens ought to be locked up for your own safety . . . Half of your kind don't know what you're voting for or why . . . And you, like a dummy, do just that . . . We (us citizens) are a lazy, good for nothin' bunch of numbskulls who get just what we deserve . . . If the politician today don't promise the moon, he don't get elected." 'Nuf sed! Read the rest of it in Boake Carter's delightful and sensible, "The Trouble with Guys Like Us" in the October *Commentator*.

The late Albert Biglow Paine, Mark Twain's biographer, stuttered so badly that he was forced to move because he could never ask for a railroad ticket to his home town, Mamaroneck. But he was cured and later blossomed out as a speaker. By whom was he cured? By Dr. James Sonnett Greene, to whom as many as 1,000 stutters a week apply for treatment. Ever have a stutterer in your class? May you, some day? Like to get some helpful ideas? Then read William Seabrook's "The Man Who Did Something About It" in *Readers Digest* for October. Too, hunt up *Harpers* for October and read Avis D. Carlson's "Crippled in the Tongue."

Were you ever in a "grind joint?" Ever been "hyped?" Ever see a "shill," "capper," "lead-

er," or "booster?" If so, perhaps you were an obvious sap" or a "rummy." In short, maybe you have seen some of these gyps at Coney Island, in New York, Atlantic City, or other places. "Auction Sale This Day," by Carleton Brown in *The New Yorker* for August 7, 1937, is an article you should read, because if you haven't already, sooner or later you will likely find yourself at the door of one of these "grind joints." And a few minutes of reading may save you your self-respect as well as the price of a good pair of shoes—or more, depending on your gullibility. Too, here's a fine article for use in your home room.

Probably you have noticed it too. "High pressure promotion" formerly concerned commercial and political enterprises largely, but now the practice has spread into higher education, particularly among the smaller colleges. Traveling-agent-student-getters promise, cajole, and even threaten prospective students (whether athletes, scholars, or no) and their parents and friends into entering their respective colleges. And, of course, community and professional respect and scholarship fly out the window. For amazing and discouraging details, see John R. Tunis, "Selling Scholarship Short," in *Scribner's* for October.

Is the death penalty meted out in school for a misspelled or mispronounced word, a mistake in grammar, a bit of slovenly writing, or an error in arithmetic? Hardly. Is it meted out for a failure to learn and apply correct principles of safety? OFTEN. A small roll of movie film, some flashlight powder, an unloaded gun, a strange dog, some chemicals, a playful shove, and other carelessnesses and thoughtlessnesses often result in injuries, expenses, and sometimes death. Is the school too busy to worry about safety? In "A Matter of Life and Death," *Journal of the National Education Association* for October, Ivan A. Boker makes some constructive suggestions on programs and materials.

And finally, whether you still do or do not believe in the essay type of examinations, you should read J. W. Wrightstone's "Are Essay Examinations Obsolete?" in *Social Education* for October.

School Clubs

EDGAR G. JOHNSTON, *Department Editor*

WHY NOT MAKE THEM JOIN?

A tendency has been evident in recent years to require participation in extra-curricular activities and, especially, to make membership in some club compulsory. The purpose behind such a regulation is obvious and praiseworthy. If clubs have distinct educational values not ordinarily provided in the regular classroom, what is more natural than to insure these educational values for every pupil? Since pupils often do not know what is best for them, and the shy, retiring individual is likely to profit most from the socializing influence of club activities, we must establish rules requiring membership.

Similar fallacious reasoning has been employed in regard to many phases of the school program. One is reminded of the story of the woman who had taken her small boy to the circus. He was frightened at the lions, shrank from the clowns, and whined to go home. In exasperation the mother finally turned him over her knee and administered a sound spanking. "I paid twenty-five cents for you to enjoy yourself at this circus and I want you to stop your nonsense and do it." It is not merely participation in club meetings we want—or in Latin classes or science laboratories. Voluntarily, interested, and understanding participation is needed. A sounder psychology seeks to make the desired activity attractive, but leaves the final decision to the pupil. Within recent years the formal instruction of the class room has been greatly modified by application of this psychology. Let us not retreat in the extra-curricular field to the outworn doctrine of mental discipline.

Pupils will benefit from club membership? Then let us help them to explore the possibilities inherent in the club program and see what intrinsic interest specific clubs may have for them. The student handbook and the school newspaper present excellent avenues of "salesmanship." The home room teacher who takes seriously her task of guidance toward fuller realization of inherent possibilities will be alert to discover the interests of her charges and to guide them into appropriate clubs. Above all, the programs of the various clubs may be made so worthwhile and appealing that every pupil will wish to join.

AMONG THE CLUBS

The club reports this month feature Ohio, Michigan, Georgia and West Virginia. The German Club of Toledo is reported by Mr. Arthur D. Diller. Miss Irene Hamilton is sponsor of the Commercial Club at Brighton. Principal H. O. Burgess furnished the account of the extensive club program of the J. C. Murphy Junior High School. Miss Julia La Marca contributes the description of the Art Appreciation Club. Principal George H. Colebank submitted the account of the Home Economics Club.

GERMAN CLUB

De Vilbiss High School, Toledo, Ohio

One of the most active and well organized clubs in our school is the German Club. The primary purpose of the club is to further the interests of the group in the German people, their life and culture as well as to give them a chance to exercise their knowledge of German in a more entertaining and social way than is afforded in the class room.

The club produces and sponsors many worthwhile activities. The meetings are conducted as much as possible in German; German songs are sung, German plays are enacted, and characteristic German games are played. Very often the club sponsors programs for the entire school. Such programs as the motion picture, "Zwei Herzen" and an illustrated lecture on the "Passion Play" are examples. Another type of entertainment is the puppet-show. One student made a complete translation into German of Walt Disney's "The Three Little Pigs." This was given before the entire student body. The members made all the puppets and constructed the stage. One interesting meeting held recently had for its central theme German foods. This was in the form of a luncheon. They started out with German soup, then came sauerkraut and wieners followed by four different kinds of coffee cake and "apfelstrudel."

One member makes this comment about the club which I think is quite typical. "Much of the credit for the German Club's success in fulfilling its primary aims is due directly to its adviser.

For only too often has the group begun to slip toward the social activities forgetting its cultural duties, to be brought down to earth by the adviser."

A COMMERCIAL CLUB

Brighton High School, Brighton, Michigan

My experience with clubs has been very limited. I cannot recall any very successful ones during my high school days, and the school in which I am teaching has only one club, the one about which I am going to tell you. The Commercial Club, which was organized in November, 1936, grew out of a desire on the part of the students to take part in the different contests offered for commercial pupils and reported in *The Business Education World*, *The Gregg Writer*, and *The Balance Sheet*. I tried to work this contest material into the class period, but not all pupils were interested. Pupils suggested that a commercial club be formed so that those interested might enter the contests which attracted them.

The bookkeeping pupils are working on the monthly bookkeeping problems found in the *Balance Sheet* and *The Business Education World*. The shorthand group have joined the "Order of Gregg Writers." It is necessary to write a certain grade of shorthand before admission to the club is gained. Competition is keen in this group, where certificates and medals are offered for proficiency. The typewriting group practice for the Competent Typist Tests that are printed in the *Gregg Writer* each month. The fact that they have someone to compete with has made them faster and more accurate typists than they were before they joined the club.

Besides the activities mentioned, once a month I have tried to have an "added attraction" for the club members. In December of last year a representative of The Business Institute talked to them informally on "Business as a Vocation." In January a comptometer demonstration interested them. In February a typewriter company sent a splendid typist to demonstrate and explain the machine. Before the school year is over I am planning to take the group on a tour of the business colleges in Detroit.

There is reason to believe this will be a successful club; attendance is usually perfect, and they must be interested or they would not do the work that is necessary to keep their membership.

INAUGURATING A CLUB PROGRAM

*J. C. Murphy Junior High School,
Atlanta, Georgia*

We have long realized the necessity for a club

program in our school. This need was intensified by a realization that some fourteen of our teachers were meeting clubs after school hours. This meant that a third of our teachers and a third of our student body were being penalized by administrative failure to provide for the activity program as a part of the curriculum.

The idea of clubs as curricular activities was brought to the attention of the faculty, and it was voted unanimously to try out the plan. Teachers were to be selected as sponsors of clubs according to the teacher hobby, and clubs were selected by children on a hobby basis and not because of teacher popularity. Surprisingly few clubs proved unpopular enough to be omitted, and in such cases teachers shifted to other hobbies.

Certain clubs have proved extremely popular. The character-forming clubs, such as Camp Fire, Girl Reserves, Girl Scouts, Tri-Hi-Y, were in such demand that two sections had to be formed. This was also true of such clubs as knitting, Radio, Aircraft, and Checkers. The Franklin Printers Club is sponsoring a weekly newspaper, which has been designated as the official organ of the club program. In all, forty-one clubs of varied character were inaugurated.

To date only two boys have shown that they are not interested in clubs. They are detailed to the office as orderlies. A card index file of students enables the committee to keep an accurate check on membership. The principal exercises general supervision, and the details are administered by a committee of three teachers.



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AN ART APPRECIATION CLUB

*Harvey Lowry Junior High School
Dearborn, Michigan*

Perhaps one of the most interesting clubs I have ever seen develop is an art appreciation club which started in an English class room. A seventh grade class was greatly interested in a composition written by one of its members on the great French artist, Millet. The class became interested in both the artist's life and the pictures he painted, since the teacher herself was an enthusiast of art and the masters. *The Gleaners*, and *The Angelus* were two of the main pictures discussed.

The class talked of the composition of the pictures, the colors that the artist had used, and the simple farm life scenes which were the subjects of his compositions.

In the enthusiasm of the study, a few were attracted to other pictures that the teacher had taken the trouble to display in the room. An interest soon developed in the great artists of other countries. Some of the pupils came to see the teacher after class and asked if they couldn't get some of the students who were interested to get together to learn more about great painters and their work. One of the boys suggested a visit to the art museum.

The teacher was pleased to see the enthusiasm shown by seventh grade children and said that if they collected a group really interested in this sort of thing she would be glad to meet with them once a week. The group was assembled and scheduled each Wednesday night after school in the English room.

For the first meeting the teacher went on with the discussion of Millet and his work, and then turned the club over to the pupils to find out what they wished to do. They proposed that the club should study one great artist from each country and end the term with a tour of the art museum. Since social activities are an important part of club life, a picnic and a wiener roast were also planned. The club was so successful that the students proposed to pose some of the well known pictures for an all school assembly. This project proved popular, and the assembly was well received. Sculpture and architecture came in for study during the second semester. It was amusing to hear a pupil walking down the main street say, "That is an example of the Roman influence in building."

The group had a common aim; they learned to know each other well; and they acquired an interest to occupy their leisure time besides listening to a radio, going to the show, or riding

in an automobile. It also started in some of the pupils a joy for reading which carried over the English and social studies. If you were to ask one of these pupils today what activities were most enjoyed in school, art appreciation would surely be mentioned.

THE HOME ECONOMICS CLUB

Demonstration High School, Morgantown, W. Va.

The University High School Home Economics Club is a selected group of girls from the three upper classes. Fifteen girls each year are taken into the organization. They must have had one year of Home Economics, have an average of B or higher, and comply with the personality standards set up by the Club.

The girls group their activities of the year so as to include four phases of development.

1. Professional.
2. Educational.
3. Social.
4. Service.

A general theme is selected by the club for the year. This year it is "Personality, a Hobby." Four phases of this topic are to be discussed by guest speakers:

1. Books and Our Personality.
2. Dress and Personality.
3. Co-operation and its Relation to Personality.
4. Friendship and Personality.

The girls themselves are going to develop two topics:

1. How to be a Charming Hostess.
2. How to be a Welcomed Guest.

Every year a friendship basket for a poor family is sponsored by the Club. In connection with this, the Club is planning a Christmas party for a group of under-privileged little girls. Their Christmas treat is to include woolen gloves and sweets. In the early spring they will present for an assembly an "Album" of costumes through the ages. In this way the girls will give some knowledge and appreciation of Historic Costumes.

One of their big social features for the year is to be a sleighing party, which will culminate with refreshments at one of the country houses. Each year the organization contributes to the Foreign Scholarship Fund, and maintains state and national affiliation. The last meeting of the year is a semi-formal dinner given in one of the town tea rooms. At this time the new officers are installed, and a brief summary of the year's accomplishments are woven into a short program.

Stunts and Program Material

MARY M. BAIR, *Department Editor*

NOVEMBER CALENDAR

Make education the outstanding theme for November programs. Education Week may be the peak of such program activity, yet appropriate entertainments may "lead up" to that week, and entertainment relative to education may follow through to the end of the month.

The community should be interested in all phases of school activity. There is no better or surer way of gaining this interest than a presentation of study and activity by means of project or program.

Group the various interests in the school and make each group responsible for its own share in planning pageant, play, musical, or miscellaneous entertainment. A "March of Time" can be followed out by showing what education did and is now doing in science, music, drama, literature, government and "the More Abundant Life."

Because Andrew Carnegie was the great benefactor of libraries and a creator of endowments for international peace, his name bears a double significance in the field of education.

Note the interest and the wide flung research in natural science since Asa Gray, that foremost of English botanists, was Professor of Natural History at Harvard. Stress the important discoveries and modes of transportation since Robert Fulton invented the steamboat. Compare the possibilities of our present "radio system" with that of communication possible when "Cyrus laid the cable."

Show the numerous uses of the near miraculous cures effected by radium since Marie S. Curie, Polish-French chemist and physicist, with her husband, made their wonderful discovery.

Louis J. M. Daguerre invented the daguerreotype process of photography. Compare this process with our visual education system and facilities at the present time.

Taking Saint Cecilia, patron saint of music, as an inspiration, enlarge upon the study, the interest, and the participation in music since Anton Rubenstein, Russian pianist and composer gave his compositions to the world and since Ignace Jan Paderewski, Polish pianist and patriot, was making his first American tour as a concert pianist.

Picture the rise in the interest of drama since Edwin Booth, great American tragedian, first "trod the boards." Show Maude Adams in her earnest endeavour as an actress, then tell of her present work in the field of Education. Tell something of creative dramatics, as fostered in grade schools, with the study of the drama in the school, then the research being done in this field by various study clubs and little theatre groups.

The field of literature is especially generous in its themes for November entertainment. Any one of the following names should call forth numerous ideas for comparative study and presentation: Jonathan C. von Schiller, German poet and dramatist, the reading of two poems with remarks concerning life of author; Oliver Goldsmith, Englishman of Letters, (born in Ireland,) a pageant of, or scenes from "The Deserted Village;" William Cullen Bryant, poet and journalist, some achievement made for New York Evening Post, when he was editor of that paper; George Eliot, English novelist, impersonations of characters in "Adam Bede," "Mill on the Floss" or "Silas Marner;" John Bunyan, the "Pilgrim's Progress" could here be made the Pilgrim climbing the hill of Education; Thomas Baily Aldrich, a dramatization of one day in his life as Editor of the Atlantic Monthly; Louisa May Alcott, a contrast in school life of the "Little Women" of New England and the average school girl of today; Samuel Clemens, (Mark Twain,) a scene showing the marked contrast for keeping the interest of the Huck Finn and Tom Sawyer of today as compared to the teaching of the three "R's" from which the original characters were wont to "play hooky;" Booker T. Washington, Afro-American, the untiring effort of this educator and writer in his founding of Tuskegee Institute in 1881; Robert Louis Stevenson, a "Treasure Island" where the coveted "pieces of eight" could be a treasure in books; Francois M. A. de Voltaire, the philosophy of this master mind of the eighteenth century and the various philosophies as studied and followed today.

Show the changes and trends in schools from the time of James K. Polk to Franklin Pierce; the years of unrest and change between the ad-

ministrations of Pierce and James A. Garfield; then the "comeback," only to a period of world upheaval between the administrations of Garfield and Warren G. Harding.

Since the goal of all education is to learn how to live the "more abundant life," the last of a series of such programs as those suggested above, could be most fittingly drawn from the signing of the Mayflower Compact and the first proclamation for a day of Thanksgiving.

Our Indian summer reminds us of the "Legend of Saint Martin," (Saint Martin's Summer in England and France, Saint Martin whose kindness in dividing his cloak with a beggar on a cold November day caused summer to return once more.

It took the world war to make us conscious of the appalling number of illiterates in this country. We "shared our coat," then the Armistice came, and because of our having been brought face to face with the need for education, "Education Week" was instituted by the American Legion and is now under the leadership of the World Federation of Education Association. And so in any program to be used in commemoration of the Armistice, the theme should suggest the interest and the advance in education.

Such a program should stress the fact that only through education can we hope to attain world peace and that until such peace has been attained the more abundant life is not to be fully realized by any individual.

IN THE BOOKSTORE

What does your boy read? The lurid array of magazines and questionable books often make it difficult for boys, and girls too, to stick closely to the "required" list.

Follow Speck Ashton as he roams with his chum, Spud, in a second rate book store.

Elizabeth Ashton, Speck's sister, is with the boys; her presence is resented. She knows this but nevertheless she makes an effort to give her brother some sisterly advice concerning his choice of books. Speck speaks:

An I ain't gonna get no finger prints on the books and it won't do you no good to come pokin' your nose in to see what book I got. I'm not goin' to tell you what one this is. You always are buttin' in about the books I read. I wish Mother'd let me stay here while she takes you to get your hair bobbed. What does a guy want at the hair dressers, anyway?

(He sees his mother coming and he says sweetly) Mother, can't I stay here while you take Sis to get her hair cut? Yes, I'll stay right here in this section. (He winks at Spud) Yes,

honest I will. Spud and I want to look at the pictures in this "Pilgrim's Progress." (Aside) Say, Spud, ain't this the durndest book you ever laid eyes on?—Yes, I'll be right here, Mother.

(To Spud) Now they've gone, lets take a look at the rough stuff. Well look who's here—old "Black Beauty." Heck, I read that before I was ten. "Little Men,"—don't that sound like a sissy? (He walks slowly, as he inspects the books on the shelves.) "Stories of the Holly Bibble Simplified for Children." Well, leave that for the kids. Why don't they get some books in this place once in ten years?

"Treasure Island," now that sounds more like it, only I know that one by heart. What—(he looks up to see Spud inspecting another section.) Spud, what's the matter with you, wantin' to read girl things? An I bet I know, its cause yer stuck on Elsie Milton, that's it and them old goody goody books makes you think of her. Well believe me the skirts ain't got nuthin' on your Uncle Henry!

Gosh, Spud, theres a set a them "Learn at a

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Look" books. Goofy old agent sold Mom a full leather set of 'em. She sure paid a price for 'em too. 'Nen the tax man saw 'em and she had to pay more just to own the durn things. Now she keeps 'em in the attic—chucks 'em to keep from payin' taxes on 'em. Get away from 'em they make me think of school. Now I'm not comin' over there till I've found a book that's worth readin.' Why can't you pick out your own books?

The "Blue Bird"—Who wrote It, Who? Aw, Maeterlinck! Yeah, Maurice. Sweet name fer a guy, ain't it—Maurice, Gosh! I know that old guy. Mom had to read a paper on him at her club and Dad said if the members of that club had to live at our house while Mom was a diggin' up stuff for that paper he bet they'd get enough about Miffle and Piffle and the old Blue Jay.

(He reads aloud) "Home on a furrough." That sounds pretty good but it makes me think of Uncle Dave, he wouldn't 'list ya know, so they grafted him 'nen they wouldn't give him no furrough so he just took one and Old Uncle Sam sent him up for exertion.

Dad said he bet if Uncle Dave ever got into Heaven he'd have to slide in. But say, Spud, hows a feller goin' to slide up hill. Looks like if there's any slidin' done old Dave'll slide the other way at the rate he's goin', you tell the world I bet he'll feel a lot of friction.

Speakin' of friction, now them's my kind of books, Friction! Here they are (he reads slowly) "All in a Harem," that sounds—"Eyes and Eyes," "Cushions and Kisses." Come on back to this section, Spud, they got some real books over here. (He wanders a few steps) "Sociology and Social Problems," now there's the book for Mom. Anyone who entertains all the time like she does sure needs somthin' to help 'em solve their problems. I'll get that book for her birthday. I know when's her birthday but I don't know which birthday it is, even Dad don't know that. Dad sez that's the only way Mom's behind the times—jes with her birthdays, that's all.

What 'cha got now, what? Well bring it here, I'm not comin' over to that kid section again. (He looks at Spud's book.) Fer the love of Mike, Spud, ain't ye never goin' to grow up. "Alice in Wonderland," humph! What's that other one ya got? "Camisole Dishes," if it tain't nothin' different than a cook book! A Camisole! Why don't you know what a camisole is? Why It's what ya bake beans in, now lemme get my book. (He walks back to the shelves, looks up, sees his mother, hurriedly selects a book and says to cashier) "Wrap her up, lady. (He takes book, hands it to Spud) Here Spud, slip this

under yer coat will ya? It's "The Girl with the Jazz Grin." What did you get? What?—Aw Spud, a Elsie book? I'd be ashamed. (laughing) Elsie Milton—Elsie Milton—(Sweetly,) Yes, Mother!

VEGETABLE STEW

A Play
For the Asmistic Day Program
MADELINE I. RANDALL

CHARACTERS: Ivan Ostroosky, a Russian refugee living in Paris; Liza, his wife; Peter, his son; Anya, his daughter; Leo Pushkin, an old beggar.

PLACE: Paris. Time, 1919.

SETTING: Living room of the Ostrooskys. Furniture poor and shabby. Four or five odd chairs, a table. A door right opens into hallway. A door left opens into kitchen.

At the rise of the curtain, Peter is at the table near center writing. Anya is on the floor at the left playing with an old rag doll. Mrs. Ostroosky is mending stockings at the right.

ANYA: Mama, are we going to have something for dinner?

MRS. OSTROOSKY: Yes, Anya. When your father returns from the market he will bring us

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a cabbage, or maybe some carrots or potatoes. Then I will make a fine stew.

ANYA: Will there be meat in the stew?

MRS. OSTROOSKY: I think not, my child. But vegetables are good and nourishing.

ANYA: I wish we could have meat some time. It has been weeks and weeks since we had meat last.

MRS. OSTROOSKY: We are lucky to have even vegetables for our stew. Unless we find the papers we lost we shall soon lack money to buy even vegetables.

PETER: Oh, dear! If only we might find those papers! What do you suppose ever became of them?

MRS. OSTROOSKY: I only wish I knew. I have looked our things through again and again but I have never found them. They must surely be somewhere among our things for we had them when we fled across the line out of Russia. But since we arrived here in Paris I have seen nothing of them.

ANYA: If we found the papers could we have meat, mother?

MRS. OSTROOSKY: Yes, Anya. The papers would identify us to the French officials. They would then know for certain that we are members of the Russian nobility who fled out of Russia when our government was overthrown towards the end of the War. The French would then give us money for our securities. But until we find the papers and establish our identity they can do nothing for us.

ANYA: Would the French people let us starve, do you think, mother?

MRS. OSTROOSKY: Not intentionally, my child. But the French government has enough to do to look after its own people, now that War is over, and the soldiers are back from the front. Think of the sick and wounded, the blind and the maimed whom they must support! Think of the widows and orphans! We should not expect them to look after Russian refugees. If we could only find those papers of ours we would need no help. We would have plenty to live on for life. Over and over again your father and I have searched for them.

PETER: Oh, dear!

MRS. OSTROOSKY: I hear your father coming up the stairs now. Remember we must look cheerful for his sake. (Ivan Ostroosky enters from the door right. He carries a few carrots in his hand. He removes his overcoat and cap.) You are back, papa. Did you buy something in the market?

IVAN: (holding out the carrots.) These carrots I bought. I have left but three francs and a few sous.

MRS. OSTROOSKY: Did you go again to the official?

IVAN: Yes. But it is no use. He says we must show him our identification papers before he can help us. I told him that the papers were lost, but he only shook his head.

MRS. OSTROOSKY: Well, at least we shall have something to eat today. We must be thankful for this much. I will take these carrots out to the kitchen and wash them. I will cut them up with a bit of an onion and a potato I have left. Then I will cook them, adding a pinch of salt, and before you know it we shall be eating a delicious stew and we shall all feel better. (She goes out into the kitchen. There is a knock.)

PETER: Papa, somebody knocked.

IVAN: Go see who it is. (Peter goes to the door and opens it.)

LEO (outside): I am very cold. I have no coat. Could you give me an old one to wear?

PETER (to his father): It is an old man, papa. He says he is cold. He wants a coat.

IVAN (going to the door): You are cold, my man? Come in and warm yourself. (The old man enters, shivering.)

LEO: I was wondering if you might have an old coat to give away. You see, sir, I sometimes

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stand on the street corner and beg for sous, and it is very cold.

IVAN: I am afraid we have no coat for you. We are nearly destitute ourselves. We are Russian refugees. Our funds are very low.

LEO: If my sons were living I should not have to beg. But you see, sir, they were killed in the War.

IVAN: And does not the government help you?

LEO: The government helps my sons' wives and children. But they do not want an old man about the place, another mouth to feed. Besides there is no room for me with them. Sometimes I get an odd job to do. When I cannot get work I beg on the street corner. One must live somehow or starve. (Mrs Ostroosky enters from the kitchen.)

MRS. OSTROOSKY: Papa, there is your old coat hanging on a peg in the kitchen. You could give it to the old man. You seldom wear it.

IVAN: I had forgotten that old coat.

MRS. OSTROOSKY: Shall I bring it to you?

IVAN: Yes, Liza, bring the coat. (She goes into the kitchen and returns with the coat.)

MRS. OSTROOSKY (handing Ivan the coat): Here, papa.

IVAN (offering the coat to the beggar): Here, my man. This will help to keep you warm. I am sorry we can't offer you something to eat but we are badly off ourselves, as I told you.

LEO (taking the coat and slipping it on): May God bless you! May he reward you for your kindness!

IVAN: No thanks. May the coat bring you luck. Good afternoon. (The old man goes out.)

MRS. OSTROOSKY: Poor old man! He reminded me of my father who was murdered during the Revolution in Russia. And to think, this poor old man has lost his sons in the war. Oh, I tell you war is a terrible thing!

IVAN: I was so worried about our misfortunes, and here I find someone who is so much worse off. And he is old. Old men ought not to have to look after themselves. They ought not to have to beg!

MRS. OSTROOSKY: Well, come now, we can have dinner. Peter, you clear off the table. Anya, you bring four bowls and four spoons and set the table. Peter, place the chairs, too. I will bring in the stew. (She goes into the kitchen and presently returns with the stew. The children have set the table.) Here is the stew all hot and steaming. It will cheer us up. (They seat themselves at the table with heads bowed. Just as Ivan is about to ask a blessing a knock sounds at the hall door.)

PETER: Someone knocked, papa.

IVAN (going to the door): I will see who it is. (He opens the door to the old man.) Did you forget something, my man? Come in. (Leo enters.)

LEO: These papers, I found them in the lining of the coat. I thought you might want them, sir, so I brought them back. (He holds out a bunch of papers. Ivan seizes them.)

IVAN: The papers! The papers! Mama! They are the papers! The lost papers! They were sewed into the lining of the coat where I put them myself and forgot. We have our identification papers again! Now we shall have money! We can go to the official and he will give us money for our securities. We shall no longer be poor! (He embraces his family.) We shall no longer know want. We are rich once more! Mama, why are you crying? You should laugh!

MRS. OSTROOSKY: I always cry when I am happiest, Ivan. (The old man is turning towards the door.) One minute, my man. Stay and have dinner with us. It is only stew and there is no meat in it, but it will warm you up. Tomorrow come to us at this time and you shall have stew with meat in it.

Fame sometimes hath created something for nothing.—Fuller.

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MARY HELEN GREEN, *Department Editor*

MUM'S THE NAME

Americans recognize that as regularly as the fall season arrives the nation's recreational interests center around football. From the youngest to the oldest, each of us enjoys the activities connected with the sport according to his past experiences, his present contacts, and his future hopes.

As a part of the pep program schools often successfully promote a hobo day just before one of the large games. The advisability of this plan is determined by the amount of pep left to be exhibited at the game itself.

An alternative—one which is more energy-saving and decidedly less noisy—is a "Mum" party. Even though the name may imply a bit of silence and secrecy, there need not be any more than enough to serve as a teaser.

In the Mum family are Mrs. Minnie Mum, the thrifty wife who ably budgets the small earnings of her husband; Mr. Max I. Mum, a jovial good-natured head of the house, (in name at least,) who believes always in the greatest fun to the largest number; Chrysante, their artistic and charming daughter; and Opti, the self-disciplined football player who promises to be the real backbone of the family.

The Mum family, enlisting the aid of Chrysante, issues invitations to the guests. Numerologists agree that the daughter has been properly named. It is therefore natural that "flowers of gold" be used as the dominant decorative motif throughout the party.

In communities where Jack Frost comes late, gardens will furnish generous bouquets for brightening and perfuming the rooms. Supplement the flowers with gaily colored autumn leaves. The beauty and richness of these may be preserved by a special treatment. Prepare a solution of one part glycerin to nine parts water. Soak the leaves for twenty minutes in this mixture, then dry between blotting paper and wrapping paper. By using this method, leaves may be gathered at the height of their beauty and kept until the time of the party.

As a part of the mystery which may surround the party, encourage ingenious members among the guests to secure secretly before the time of

the social event, the "doodlings of the doodlers." Opportunities for obtaining this information may have to be made. As a suggestion, place paper and pencil in the hands of committee or group members as if for their convenience in taking notes on the meeting. As a result a great many individual marks may be unconsciously made. A surprise exhibit of the collection plus an interpretation of the marks in the form of fortunes will result in a great deal of entertainment. For instance, geometric drawings will suggest a mathematics teacher or an engineer; flowers a florist; profiles a photographer or an artist.

Since candid photography has become so popular, perhaps there is some one who has developed his talents along that line. He will enjoy displaying the results of his secretive efforts.

Another member of the group may analyze hand writing as his hobby. Let him quietly collect his specimens for study in advance of the party.

The Mums, representing their respective characters as members of the family, greet the guests as they arrive. They may be chosen by the social committee or may be a part of the committee itself. Whoever they are they must be leaders in the evening's entertainment.

An original pep skit cleverly written and characterized for the Mums, and presented by them, (use others if needed,) is a suggestion for one number of the program. Leave most of the stage setting to the imagination of the audience. This may or may not be a play for mummers. Scenes may be laid at the breakfast table, at the game, and at home after the game. The theme centers around Opti who in the last minute of the game becomes the hero.

As a part of the last scene have Chrysante present to the guests favors of large paper pom-pom chrysanthemums in the school colors—these to be used in the real game within the next few days. In making the petals for the mums be sure to use a paper cutter on the folds of the crepe paper. Hand cutting is apt to form uncomfortable blisters.

By giving each person a wrist mum of each of the school colors, an effective color arrangement may be worked out for a display on the bleachers. If there is sufficient planning and drill work,

school letters may be made. Practicing on this may be a part of the party program.

With dramatic ability and an appropriate bandage, the musical reading, "I've Got the Mum-ps" provides an entertainment number.

If games are desired, group divisions may be made by having the guests join in one of the four Mums. Or, Minnie and Chrysanthemum, with the feminine following, may employ their skill against Max I. and Opti.

With the latter arrangement, a game of mum (silence) may disprove the general idea conceded to the women folks.

Boys may enjoy mumble-the-peg.

For a guessing game ask questions, the answers to which contain the letters m-u-m. In addition to words otherwise mentioned in this article, these are suggestions.

mummy
mumble
mummer
mummify
mumbler

In the matter of food consider always the rules of training for the foot-ball boys. If they are not permitted to attend, then serve according to the dictates of the majority. Seasonable pies, sandwiches, ice cream cones (megaphones) or plum pudding (suet pudding) with cinnamon or hard sauce, are always acceptable. For a special touch, serve celery straws inserted in the center of a round slice of carrot.

With optimum conditions of weather, place and time, with chrysanthemums a plenty and with a minimum of money expended, may there be a maximum of fun for every one such as the Mums desire.

ALL IS SHIP SHAPE

There are ships and ships—some have sailed the seas, some are sailing the seas and others may never sail the seas. There are some which in time will come into disuse, others which will thrive and grow through use.

Friendship—in the spirit of the West which holds out its hand and says "Welcome stranger" and in the spirit of the Puritans who knew its true value—leads the fleet of time. From the moment of the arrival of the first guest to the departure of the last, his spirit is dominant.

"The fleet comes in" gives the suggestion for the sketches on the invitations. This will be the first hint that "all is ship shape."

Ownership—Due to a strike the passengers are requested to carry their own luggage. While the guests are waiting for their ship to come in, each

is handed a bag—a miniature one made of cardboard covered with brown crepe paper. Each contains a small article. Some one of the passengers for the boat claims he has been given the wrong bag. Another finds he has the property of some other person. As a friendship mixer each is to recover his own bag. True ownership is found when the enclosed article begins with the last letter of the traveler's last name. If the crowd is not well acquainted it is suggested that names be pinned on each guest.

As satisfied passengers each is to give a proof of his citizenship. He must in an accepted manner walk the gang plank before receiving the necessary papers to permit entrance to the hall or room where the sign "all is ship shape" invites him into the ship.

The attractiveness of modern designs in wall paper has enlarged the field of decorative possibilities. The ship's log—the events of the evening—may be covered with wall paper on which are ship motifs. Either individual ones to be given out as programs or one large one for all the guests will give instructions concerning the program of the party. If individual ones are used, they may serve as the passport for entrance. In case the party is a large one held in a school

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building, the log may announce the games and their various locations.

Time and funds will determine the amount of decorating to be done on board ship. Nautical symbols such as the anchor, the mariner's compass, and the life preserver will lend enough atmosphere to create reality.

Sportsman ship—Deck sports include shuffle board and ping-pong may be played where space permits. Table shuffle board in smaller quarters is advisable. Rob the kitchen of a broad handled case knife or a round headed clothes pin. Enjoy the parlor variety of this game by pushing men from the checker board with these articles.

A partnership game in which a boy and girl as shipmates are given a chance to become better acquainted is to request certain definite information about each other. Such facts may include the:

Color of eyes
Color of hair
Hobby
Nickname

Later these papers should be read aloud and the owner guessed.

Scholarship is a test of one's knowledge as in a spelling bee. Some of the guests may not be able to stand long. That's to be expected on any ocean voyage! The spelling list would appropriately be made from names of ships and terms applied to ships.

Another contest which would naturally belong to a state room is a state guessing game. States are known by their nicknames, their products, surface features, outstanding buildings or eminent men. Articles may be displayed, questions asked, or charades given to represent state names or state abbreviations.

Marksmanship may be exhibited by the throwing of anchors (darts) at a ship porthole. Striking the target may prove to be quite a hardship.

Penmanship—With the left hand for right handed persons, and vice versa, the kind where it is not advisable to let the right hand know what the left hand doeth. Remember "all is ship shape!"

Airship—a blowing contest in which contestants attempt to keep a paper ship or a balloon in the air.

To give proper balance to the party ask one of the boys to give a gyroscope demonstration. Small ones climb a string easily.

Compass directions will keep the blindfolded guests guessing after a few turns to the right.

"Box the compass" after distributing compass directions on various colored cardboard, one color for each group. Call certain ones from each group

in contest fashion. "Boxing the compass" calls for all directions at one time.

A promenade on deck resulting in a grand march and the choosing of partners will lead to the ship's menu.

For table decorations use a half almond or English walnut shell in which is anchored a sail with sealing wax. On the water in the glasses may float a slice of cork cut from an ordinary bottle cork (new of course.) In this cork insert a two-inch paper cut-out of a ship. This makes an appropriate place card. For center decorations for the table use a ship model on a mirror or on blue paper to represent water. The Mayflower is suitable for November.

Just as the proof of the pudding is in the eating so the proof of the success of "All Is Ship Shape" is in the rapid fleet of time.

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INTERPRETING THE PUBLIC SCHOOLS, by John Erle Grinnell, director of Liberal Arts, The Stout Institute. Published by McGraw-Hill Book Company, 1937. 360 pages.

This is a timely book for school administrators and their helpers. It is a thorough and readable manual giving practical techniques for those interested in cultivating in the public better understanding and appreciation of the nature and work of the school. The author points out the need for the public's knowing what the school is attempting and how it is going about it. Then he tells how a general knowledge and appreciation of the school can be brought about. He believes that the public should be kept wholly and constantly enlightened on school matters. In the hands of many school administrators and teachers this book will accomplish much to reestablish waning enthusiasm for the public school.

MODERN PRINCIPLES OF PHYSICAL EDUCATION, by Jackson R. Sharman, professor of Health and Physical Education, University of Alabama. Published by A. S. Barnes and Company, 1937. 208 pages.

This book was written primarily for college students and for members of the teaching profession. It gives a broad general view of the philosophy on which the present-day program of physical education is based. It presents and discusses principles that are up-to-date and that are based upon recent evidence from biology, psychology, sociology, economics and education. Some of the chapter headings are: The Background and Province of Physical Education, Different Viewpoints in Physical Education, The Physical Education Curriculum, Leadership in Physical Education, Principles Underlying Method, and Principles of Administration.

ELEMENTS OF PSYCHOLOGY by Knight Dunlap, Professor of Psychology at the University of California. Published by the C. V. Mosby Company 1936. 499 pages.

This is a modern psychology text for college students. It does not include a considerable amount of experimental material but it deals in a spe-

cific way with life about us. The author does not depart from generally accepted facts and principles in a way that would be called radical, although he does attack and discard the beliefs and implications of the older psychologies. On controversial matters he accepts a sufficiently middle course to avoid the necessity for giving much time and space to controversy. This book is one that should last better than psychology texts have had a way of doing since experimentation became common in that field. Perhaps it will be sufficient here to say that this book is a good one in advanced general psychology.

THE SPEECH ARTS, by Alice Evelyn Craig, Polytechnic High School, Los Angeles, California. Published by The Macmillan Company, 1937. 572 pages.

This is a textbook in oral English. The "arts" treated here are: platform speaking, platform reading, story-telling, conversation, dramatics, debating, and open forum discussions. The book is divided into seven parts—fundamentals of speech, fundamentals of speech composition, fundamentals of interpretation, platform speaking, group-speech activities, platform reading, and dramatics. In these seven parts are thirty chapters. The book is sufficiently long to treat this big subject quite completely, even to including many examples and much practice material. It is a book of much help and many uses in the field of speech activities.

BEACON LIGHTS OF LITERATURE, Book Three, by Rudolph W. Chamberlain, Editor of The Citizen-Advisor, Auburn, N. Y. Published by Iroquois Publishing Co., Inc., 1934. 909 pages.

The selections contained in Book Three of the Beacon Lights of Literature series have been chosen with two things in mind: interest for the reader and value of literary types and stages of historical development. Another objective is to stimulate voluntary reading by including portions of long works, thus tempting the students to explore other reading fields for their own enjoyment.

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THE AUDIO-VISUAL HANDBOOK, Ellsworth C. Dent, Director of the Educational Department, RCA Manufacturing Company. Published by the Society for Visual Education, 1937. 182 pages.

This book is intended for two groups: (1) teachers, supervisors, and school learning, as well as a guide to sources of materials and further information; and (2) students in visual or audio-visual instruction courses, whose needs are much the same. Chapter titles are as follows: the Status of Visual Instruction; Types of Visual Aids and Their Uses; Types of Sound Aids for Schools; Types of Audio-Visual Aids to Instruction; Organizing the Audio-Visual Service; and Sources of Information, Materials, and Equipment. This book is well named, and in good handbook style it gives briefly the many first things that need to be known for effective employment of audio-visual service and equipment.

PERSONAL HYGIENE, by C. E. Turner, Professor of Biology and Public Health in the Massachusetts Institute of Technology. Published by C. V. Mosby Company, 1937. 335 pages.

This is a textbook for health instruction at the university level. It presents the present-day knowledge of personal health essential to health teaching. It includes a generous amount of anatomy, physiology, and other underlying sciences. While the author has clearly made no sacrifice of space in this book for supplying pure entertainment for his readers, the book is readable and well illustrated. Health values, nutrition, digestion, oral hygiene, respiration, circulation, endocrines, sense organs, mental hygiene, body me-

chanics, hygiene and reproduction, narcotics and stimulants, communicable diseases, and responsibility for health maintenance are some of the phases of "Personal Hygiene" treated in this book.

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"Archimedes," read the schoolboy aloud, "leaped from his bath shouting 'Eureka! Eureka!'"

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The boy hesitated, then ventured, hopefully: "The soap, sir."—*Texas Outlook*.



FAIR QUESTION

"Where's your pencil, Alf?"

"Ain't got one, teacher."

"How many times have I told you not to say that? Listen: I haven't got one, you haven't got one, we haven't got one, they haven't got one—"

"Well, where are all the pencils?"



STREAMLINING MARY'S LAMB

Teacher (reading)—It says here they have found sheep in the Himalaya Mountains that can run forty miles an hour.

Student—Well, it would take a lamb like that to follow Mary nowadays.—*Border City Star*.



"Did you enjoy your vacation?"

"Yes, but there's nothing like the feel of a good desk under your feet!"—*C. S. Monitor*.



A TIP FROM EXPERIENCE

Old Gentleman—"You're an honest lad, but it was a \$10 bill I lost, not ten ones."

Small Boy—"I know, mister, it was a \$10 bill I picked up. But last time I found one, the man didn't have any change."—*Journal of Education*.

Witness—I think—

Lawyer—We don't care what you think. What we want to know is what you know.

Witness—if you don't want to know what I think, I may as well leave the stand. I can't talk without thinking. I'm not a lawyer.—*Pathfinder*.



THAT'S DIFFERENT

"Dad, what is a traitor in politics?"

"A traitor, my son, is a man who leaves our party and goes over to the other side."

"Well, then, what is a man who leaves his party and comes over to your side?"

"A convert, my boy, a convert."—*Journal of Education*.



Signor Mussolini was stranded in a small town due to the breakdown of his motor. He went into the local cinema. His picture came onto the screen. Everybody rose, but he remained seated.

The proprietor of the place touched him on the shoulder and said: "I feel that way, too. But you had better stand up. It is safer."—*Omaha Bee*.

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